

# Headmaster's Diary

## Bowled over by the van of progress



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I must say that Vincent Pile, our new head of science, seems to have his finger on the pulse of change. As well as gearing us up for the computer age, he has got together with the craft department to launch the Candlewick Technology Initiative, and he seems to know all sorts of people who are in the van of progress. This is a great asset when schools have to keep up with the latest trends.

Our chief education officer is particularly keen on this vocational preparation business, and another of Vincent's projects is to devise a new course for our low achievers who cannot find jobs and are now staying on into the first year sixth.

Vincent knows people at the local technical college who are specialists at this sort of thing, and has even persuaded Sybil Fordyce, my second deputy, to help plan the English component of the course, which Vincent calls the "communications module". Ever since her Planned Pastoral Progress project came to a sticky end last term she has been keeping a low profile, but Vincent assured her that a friend of his at the college, a Mr Scranton, would explain just what to do. Since this sounded a very forward-looking proposal, I offered to join the team as well.

So last week, Sybil and I were waiting for Scranton and his assistant to arrive for a briefing session. "All I know about Mr Scranton," said Sybil, "is that Vincent says he is the Coordinator of the Department of Arts, Media and Social Studies".

I glimpsed a heavily-bearded character in denim walking up the path, and said, with a light laugh, "Here he comes. In the regulation uniform, too".

"Oh no," said Sybil, "that's the man who repairs the vending machine in the fifth-year centre. But who's this?" A gentleman in a sharp pin-stripe suit with an executive briefcase just emerged from a large Volvo.

"Ah, yes," said Sybil. "This is the computer software salesman Vincent is expecting". But it turned out to be Mr Scranton.

By the time he reached the office, he had been joined by a young woman wearing a long dress of the sort sold in charity shops, a kind of ethnic cardigan, and enormous tinted spectacles. Scranton introduced her as "Rose, our expert in inter-personal relationships and self-presentation". I stood aside for her, but she said, "Let's not make this a gender-specific situation", and waited until last.

"Rose is heavily into rights," said Scranton, sitting down in my favourite chair back to the window, and producing a packet of cigarettes. "Care for a weed, doctor?" he said. Sybil and I declined the offer, while Scranton and Rose filled the room with peculiarly nauseous smoke.

"Pile tells me you're moving into the voo-prep scene," he said, opening his case and producing a sheaf of glossy handouts. "No sign of outside," he went on. "We're going flat out. And if you play it the right way, you can tickle the government for a big stack of the paches. Unemployment is where the action is. The turned to Sybil. "Fire away, Miss Fordyce. We like to start where you're at. What's the scenario?"

"Er, well," said Sybil. "I thought we ought to, er, get them involved a bit outside school, you know. Into the, er, community."

"Community," said Scranton, rolling the word round his mouth with evident pleasure, and patting Sybil's knee. "That's my baby. How say you, Rose?"

"Yes," said Rose. "We find community experience can transcend the vocational task, and lead to a meaningful widening of student perspectives. What form of assessable

outward-oriented assignment had you in mind?" She spoke in a quiet, almost disembodied voice which was difficult to hear above the whine of Nicks's polisher in the corridor outside. I sometimes think Nicks deliberately waits until I have important visitors before cleaning the hall.

"Well, what we thought," said Sybil, "was something like taking them round the primary school nearby, and getting them to give little talks to the children on something like hobbies, or road safety. But I don't think that will do, because it doesn't seem to break down into all the objectives Vincent says we are supposed to have".

Scranton's face lit up. "What you've got there," he said, "is a 22-carat sockaroo project. What we can do is tell you how to package it. Eh, Rose?"

"Yes," began Rose. "Your project could be socially rewarding with good interactive values. It involves the psychology of personal relations, the importance of non-verbal communication, aspects of child development, the inter-relationship of social service provision, and some elementary group dynamics." She paused for breath, and Sybil said, "But it's only a simple exercise in explaining things. The pupils do that in English lessons all the time."

Scranton gave an exasperated sigh. "Maybe they do," he said. "But if you don't present it right, it doesn't happen. Not officially. Explain, Rose."

Rose was off again. "Suppose the students prepare short talks about road safety," she said. "First there is the absorption of factual knowledge from the local road safety officer. Then, they will establish appropriate language styles and suitable constructs to adapt to their audience. They will also develop skills of self-presentation to accommodate relationships with young children and the teaching staff."

"They will use visual aids to convey critical information, work in small groups so as to plan and deliver a learning package with precision and clarity, and gain insight into community roles and social concerns. And, of course, they will practise criteria of evaluation and performance criteria on themselves and their fellow students."

Rose puffed at her cigar. "All this could be a high-profile module of real programme significance."

"Heavens," said Sybil. "I'd no idea teaching was so complicated."

"Don't worry about the production technology," said Scranton, rising to go. "Rose will leave you a few sample programmes. Use the right terminology, and the bureaucrats will lap it up."

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# Personal column

Ted Wragg

## Interviews or auditions

As the job-getting season draws near, student teachers begin to ask what they may expect to happen in an interview. The only honest reply is "Absolutely anything", for that fine old British institution, the job interview, though an endangered species, continues to provide us with so many bizarre stories, that anyone who has been in the trade for more than five minutes has a rich stock.

Novices sometimes make the mistake of assuming that the formal interview is the event that actually determines whether or not they get the job. One trainee confessed to the deputy head, during his conducted tour of the school, that his application form was largely a fiction, and he had no intention of taking games, producing the school play and setting up a nature reserve, but rather would beat the existing staff sprint record down the drive at 4pm every day. His assumption that heads never consult their deputies about candidates for post turned out to be a wrong one and, not realising his boasts were well and truly incinerated, he was surprised at the coolness of his formal interview in the afternoon.

The British all-comers' record short-list for a Scule 1 post was once held by a West Country head, who not only summoned no fewer than 14 candidates for a modern languages post, but asked each of them to sing a French or German song in the interview. The resulting free floor show must have been better than the Eurovision song contest.

On the other hand if such initiation ceremonies had been a standard feature for new entrants to the profession, my wife would never have become a primary teacher. She is so tone deaf she makes Jack and Jill sound like a piece of Schoenberg, and was the only student in her training course to be excused singing on compassionate grounds.

One is also vague when students ask what questions they may expect in interviews. Swinshire's Councillor Bentley had taken to asking candidates for headships if they were any good at raising money, until someone pointed out that this was an appropriate bouncer to hurl at a would-be merchant banker or Chancellor of the Exchequer, but not at candidates for a headship.

In one county where all 44 members of the education committee used to assemble to quiz applicants for a teaching post, questions had to be assigned to committee members beforehand. Early candidates were able to tip off later ones that the "do you

like children?" man was third on the left in the fifth row.

Sometimes the most difficult part in the interview comes when the chairman beams at the applicant and says: "Now we've asked you a lot of questions, is there anything you would like to ask us?" It is hard to suppress all the lunacies that come into one's mind at that stage. "Yes love, why are you wearing a duff hat?"

The most devastating response I have ever received was from a former colleague, a fiery left-radical, who to everyone's surprise applied for a job in a well-known public school which, to protect the innocent, we shall call Middle College, and which had at that time a notorious line-shooting headmaster. The applicant had brilliant educational qualifications and an impeccable teaching record, so he was summoned for interview and counted on for the post.

ACSET makes five proposals for immediate action. It says regional advisory councils should be invited to submit by the end of the year regional framework plans for staff development in work related to the Manpower Services Commission. Local education authorities should be invited to take part in this exercise, to take advantage of MSC funds and to identify the staff who need training.

The committee also proposes that the Further Education Unit should consider what contribution it can make at regional level and that Her Majesty's Inspectorate, the Staff College and the Further Education Teacher Training Centres should do what they can to help out at supra-regional level.

Finally, it says the FE subcommittee in conjunction with the MSC, should monitor developments and suggest any further measures.

Among many is the account of a student teacher who, having heard that it was not unknown for applicants to press their case personally in the appropriate quarters, decided he ought to further his own chances, but was not sure exactly how to set about it. Clutching a miniature bottle of whisky he presented himself at the house of a certain local worthy, only to find a spotty lad answering the door. "Is your father at home?" he enquired nervously, fingering his little glass. "Dad," yelled the youth to someone at the back of the house, "it's another of them teachers."

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Meanwhile, college lecturers' negotiations for a claim of 250 flat rate increases plus 12 per cent are to resume on Monday. The local authorities have offered a 2.5 per cent increase and warned that an increased offer could cost jobs.

A detailed investigation of management control at the colleges, which involved visits to 12 local education authorities and 30 colleges, found that lecturers were teaching between 13 and 22 hours a week, much less than the contracted working week of 30 hours.

Mr Peter Kimmance, the chief inspector, reminds authorities that lecturing staff are a "valuable resource and their use on teaching contact work needs to be carefully managed and maximized to best effect". And he points out that lecturers cost the taxpayer £20m per year for each hour of their collective working week.

The investigation discloses some serious weaknesses in the way local authorities spend the £1 billion allocated to colleges of further education. The controls of courses, the way academic resources are used and the quality and quantity of management information could all be improved, the inspector says.

Mr Kimmance is critical of the way colleges assess the need for courses. Instead of "systematic market research", they rely on the personal contacts of lecturers. He says this is not adequate, and suggests that the Manpower Services Commission might be better placed to establish education and training needs.

The inspector is also concerned at the failure of some local authorities to monitor class sizes and to approve courses before they are set up. The result is duplication of courses within an authority.

Sound management information is also lacking. "Some colleges produce a lot of information, but it is not timely and accurate information and makes good use of management information. At others the arrangements for collection, processing and use of data were quite inadequate - so much so in some cases as to throw doubt on the validity of their pooling and Burnham returns and the effectiveness of their management control systems", the report says.

# THE TIMES Educational Supplement

FRIDAY APRIL 23 1982 NUMBER 3434

## FE training demanded

By Biddy Passmore

Further training arrangements for further education college staff to help them meet the demands of the Government's expanded programme for unemployed young people have been urged by the Advisory Committee on the Supply and Training of Teachers.

In a letter to the Education Secretary and the Welsh Secretary, Dr Cliff Butler, chairman of ACSET, stresses the need for the introduction of new arrangements in time for the start of a new Training Initiative next year.

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## Education Secretary's decision may be preempted

### Exam boards prepare to go it alone on common 16-plus

by Bob Doe

Exam boards are preparing to go it alone on common 16-plus exams if Sir Keith Joseph, the Education Secretary, rejects the long-awaited merger of CSE and GCE.

Common exams covering both GCE and CSE pupils are available already in some areas. These are the original experimental 16-plus schemes set up jointly by GCE and CSE boards more than 10 years ago.

Now groups of boards are expanding them and introducing new joint GCE and CSE exams. These will be available to schools long before 1990 - the earliest date the new national 16-plus exams are expected to be ready.

Even so, most boards will treat them as a dry run and aim to make them as compatible with official exams as possible.

The WJEC - the Welsh GCE and CSE board - will abandon separate GCE and CSE options next year in maths, biology, art and geography. New drama and computer studies courses are being devised as common 16-plus syllabuses and most other major subjects are expected to be available in this form by 1986.

Mr Mel Jones, head of the WJEC exams department, said: "We are proceeding along these lines irrespective of the national scheme but we do not believe that scheme will prove abortive. We feel we can develop a scheme that will readily lend itself to the new 16-plus syllabuses."

London University's GCE board and the south eastern CSE boards are also pressing on with new joint 16-plus exams without waiting for official sanction.

Mr Keith Davidson, a board official, said: "The plan is to bring in a whole suite of 16-plus joint schemes before the official 16-plus starts."

He said Sir Keith's recent deferment of a decision on 16-plus meant the first official exams could not take place until after 1990. "By that time the effective school leaving age will be 17 and there is a chance the whole thing will be irrelevant by then."

Some of the present joint 16-plus schemes, run as feasibility studies by the boards, have been criticised for lack of proper teacher control and because they have been allowed to ossify as the new 16-plus was expected to replace them.

Mr Davidson said the new schemes would be much more "democratic". There is a chance, however, that some of these "provisional" 16-plus exams - developing outside the constraints of the ground rules now being worked out for the official 16-plus - may be more to the liking of some teachers.

The Department of Education has made it clear that the ground rules for the official exam should "reflect best current practice" but "should not be the vehicles of change."

In English, for instance, there are moves to use the new exams to introduce compulsory orals; merge the separate language and literature exams; and increase the use of coursework assessments.

The scheme being considered by the London boards includes 'all of these. A compulsory oral would count for 20 per cent of the marks and course work up to 60 per cent.

But Mr Davidson warned that if the provisional schemes proved too expensive they could "with away". A final decision on the official 16-plus will not be taken until after next January. By then the Education Secretary expects to have the boards' detailed proposals for the new system for his approval.

Continued on page 3

## Pay delay expected

By Richard Garner

The delay in appointing an independent arbitrator to hear the teachers' pay claim means any increase will be set by the Government.

Local education authorities have been asked to submit a list of candidates to ACAS, the Government's advisory and conciliation service. However, the chairman is likely to be named today.

Two people have been tipped for the job: Mr Ian Buchanan, a senior lecturer in economics at Dundee University and Professor Tom Johnson, vice-principal of Heriot-Watt University.

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Continued on page 3

## Lecturers fall short on working week

by Nick Wood

Lecturers at colleges of further education are teaching for less than half their contracted working hours, the chief inspector of the local government audit service reported this week.

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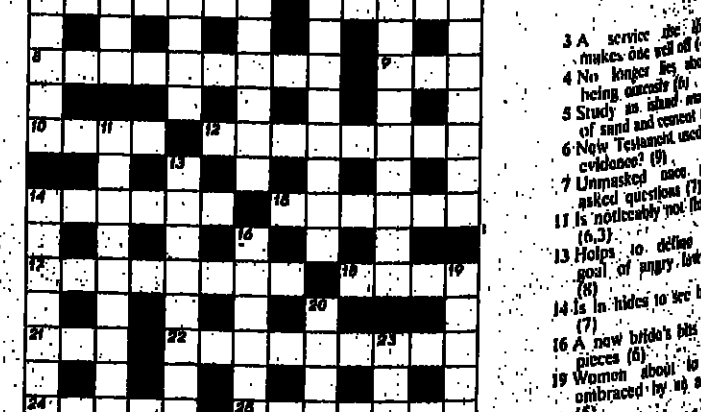
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## TES Crossword No 46



- Across
- 1 Medical problem for a seaside resort (7)
  - 2 Class distinction (5)
  - 3 27 in a race for life (9)
  - 4 Cleopatra's prophecies (9)
  - 5 Prophecies for death included it (3)
  - 6 An ecclesiastical recess (4)
  - 7 They may be in cars or under coaches (6)
  - 8 A little justice (6)
  - 9 The to a sober conclusion (6)
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- Down
- 1 She upset Nadia, but pleased Charles (6)
  - 2 A little justice (6)
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## Exams: nature abhors a vacuum

It looks very much as if the examination boards are going to go ahead in the direction of an *ad hoc* single system of examination at 16-plus without waiting for Sir Keith Joseph and his successors at the DES to take their long-postponed decisions (page 1).

It is the best part of 10 years since the exam boards began their feasibility studies and pilot projects aimed at bringing GCE and CSE together. Not surprisingly, they don't think much of the endless delay which now means that it could be 1990 or later before new arrangements emerge from the Government's examination exercise.

In Wales, where a single organization, the Welsh Joint Education Committee, already oversees both GCE and CSE, the maths, biology, art and geography exams are to be merged next year. In London and the South East, too, there is a determination to bring in what an official of the board called "a whole suite of 16-plus joint schemes".

Behind all this there are several different considerations in addition to the widespread frustration caused by the bumbling ways of Ministers. Some see this as a way of preempting the Secretary of State's long-drawn-

out meditations by getting joint schemes going and sufficiently well-established to make it difficult for him to turn them back should he ever be so minded. Others have a more limited but perfectly honourable concern to satisfy their market, and believe that the comprehensive schools' need for a merged system ought to be met now. On this view, the boards must get in quickly or risk missing the boat.

There is nothing in what the boards are doing which should necessarily embarrass the DES. Indeed, it can only be regarded as good on all sides that the valuable experience of GCE and CSE boards working together and building up understanding of mutual priorities should be extended and deepened. The search for the new criteria will continue as at present but what has happened so far has amply confirmed the doubts about the criteria exercise which were present at the start: it is wishful thinking to suppose that the difficulties which stand in the way of reaching simple, clear-cut, criteria by consensus are going to disappear. But obviously there will be nothing to prevent the boards at some future date from taking account of any guidelines which the Secretary of State decides to issue. And if the exam boards have, by then, refined their own

scheme for cooperation and coordination without waiting for any formal amalgamation of GCE and CSE, then this would seem to point towards the rationalization of the status quo which Sir Keith has already suggested as a possible compromise.

Whatever else they may be, however, the examination boards are creatures with a strong survival instinct. It may well be that in the back of their collective mind is the suspicion that the 16-plus debate is becoming increasingly unreal. More and more people are questioning the long-term need for the mighty edifice of external examining at 16-plus which has been built up over the past 60 years. The exam boards are aware of this - and of the huge amount of educational treasure which they annually appropriate - and they sense that their best bet, if they wish to head off the radical reformers in the 'nineties, is to make a determined effort to put their house in order now. What is clear is that the world does not stop still while Sir Keith agonizes and the consultative machine grinds away. Things being the way they are, the exam boards are bound to try to fill the vacuum left by Sir Keith's procrastination.

education they should be getting" is a gross over-simplification, as he must well know.

The question of cover is a good deal less black and white than conference rhetoric makes it appear. L.e.s who try to cut back on supply teachers can cause enormous damage to the full curriculum and most teachers, away from the conference hall, would probably be reluctant to add to that damage.

But a blanket refusal to act with normal flexibility borders on the irresponsible because it is quite obvious who is going to suffer as a result: certainly not the chairman of the education committee, nor yet Sir Keith Joseph or Mr Michael Heseltine.



NUT conference... two key decisions

The strengthening trend towards abolition of the cane was noted in these pages at its beginning of the year, on the basis of a round-up of what local education authorities were doing. It was becoming clear that many teachers had come to recognize that if we continued, we should soon be isolated, not only in Europe but even in the British Isles, in our dependence on corporal punishment as a means of keeping order in our schools.

The recent Strasbourg decisions have simply emphasised the inevitability of the eventual phasing out of the cane and hastened the process, and the Scarborough delegates could see this and accept it ahead of their leaders.

Left leading from behind, the executive's spokesman, Mr Peter Griffin, had to fall back on "compositional" about "proper support" and "acceptable" sanctions. "You are," he said, "applying your responsibility if you go just for the principle and not for the resources."

That was a dilemma which might well have been turned on its head with respect to that other decision - this time reached unanimously and on the advice of the leadership - to take a firmer line against covering for absent colleagues.

A circular will go to schools reminding teachers that they have no contractual obligations to cover, and promising union support. This refusal could now apply on the first day of staff absence, rather than being delayed for three days to give time for the arrival (or non-arrival) of a supply teacher. There is little doubt that it could have a serious effect.

Mr Doug McAvoy's argument for the policy that "just putting a body in a classroom does not provide children with the kind of

that the colleges have a clear idea of which students they are going to get, and the candidates know the status of their offers. An UCCA type of system would impose a timetable on taking on the same number of end-of-season university rejects if they wish.

A fixed number of choices on an application form would be a new restriction, but in practice would be unlikely to limit most candidates' choice. On average it seems students tend to apply to only two polys, compared with the five possibilities offered by UCCA. If anything, a simpler, central system seems likely to encourage more candidates to consider polys as an equal alternative to universities.

Whether a poly system should become part of UCCA, or quite separate, is one of the many practical details that the CDP will now be examining before giving final approval to a change.

## View from the bridge

Sir James Hamilton used his recent Graham Clark lecture to the Council of Engineering Institutions for a magisterial survey of "Education, Industry and Society". The chance of a tour of the educational horizon personally conducted by the permanent secretary of the DES is not to be missed: a shortened version of the lecture appears on page 29 and towards careful study.

It is now nearly six years since Sir James moved across from the Cabinet office to become head of the DES. With his no-nonsense, Scottish engineering background, Sir James seemed ideally suited to introduce the note of realism and urgency which James Callaghan and Shirley Williams hoped would characterize the Great Debate.

As his lecture shows, he has a clear grasp of what he believes is needed to improve the quality and the relevance of English education. Unfortunately, he has also discovered how hard it is to make even the obvious changes and improvements which everyone knows are needed.

His analysis of what has to be done in 1982 could have been set down in 1972 or 1962. He echoes the now conventional concern for the 14-16 age group, a more vocational approach from 14 onwards might be beneficial. He wants more in-service training, a better-defined core curriculum based on English, maths, science and a modern language, and the reform of the examination system. When the aims are so clear, why does it take so long to get anything to happen?

## How not to juggle with a hot potato

It is hard to see what the organizers of weekend's conference on "Scarceness" at Leicester university expected to achieve. Though the subject was immediately tant and topical, and the programme included formidable array of "experts" drawn from academic world, the media, the political relations, and local government, little had gone into how to make the conference productive.

The only teacher on the platform was sell Profit, but he was there in his capacity as a Lewisham councillor, although four of the Swann committee, an HMI and teacher union representatives were in the audience. The rest were, in the main, politicians, lawyers and community workers. There were very few black people.

Almost from the start it became clear that few delegates were in the mood to learn from their grueling two-day experience. Tudes became increasingly estranged as the evening went on. Mrs Margaret Simey, chairman of Merseyside police authority, said she was shocked by the "ya boo-game we are playing at this conference. We have got major problems and there is not time for this."

During the morning, Kenneth Orling, CS gas as "a last resort as our officers are not equipped to deal with this kind of large". He pointed out that 300 of his men were injured during one night last year.

Basil Griffiths, deputy chairman of the Police Federation, and Alan Goodson, constable of Leicestershire, thought the public had every confidence in the police. Only "sectional interests and politicians" bothered by the complaints procedure were the police. "The police are often the target of unrelent middle-class expectations."

Mr Goodson thought the critics of the police came from only a small and articulate group with access to the media and were not Patricia Hewitt, general secretary of a National Council for Civil Liberties, found a session an "illuminating display of the police of policing. We are left with the question 'Why on earth were these disturbances?'"

The afternoon saw relatively low-key tudes on employment, inner city disorders and race and positive action, but was hardened again after dinner and the evening finally erupted during a speech by Mr Peirce, a solicitor, who has acted for many of the youths involved in last year's riots.

A chief superintendent from Nottinghamshire, John Smedley, interrupted Mr Peirce, asking what he was going to get from the university. He said he was going to pack my bags and go. He said it was clear from the murmured address and occasional cries of "rubbish" throughout the proceedings that many of his colleagues were with him. They stayed, but they were clearly willing to join in the debates.

The format of the conference was highly very little time left for questions and discussion as things did not end till around 10.45 every night.

Only in the bars or over a meal was there any time to build bridges and break barriers. As a political event it had some meaning, an attempt to increase understanding, in the context of a university, it was a poor one. The next person who tries to pontificate in this field as an appropriate role.

Mr Davies said Mrs Sofer had "got it wrong". An £800,000 package was going ahead for new courses in further education on the basis of reductions made across the service.

When college staff returned from the Easter break they could "proceed in the normal way" with their applications to get new courses authorized.

He agreed that some savings had not yet been agreed by subcommittees and that a small number of new courses might not start until January. Mr Nell Fletcher, chairman of the further and higher education sub-committee, said his committee had pressed the finance sub-committee before Easter to ensure that savings across the service would be available to other education as soon as possible. "I'm confident there's no delay and there won't be in future."

## New scheme considered as university cuts bring flood of requests for places

## Polytechnics may set up central clearing house for applications

The decision has been prompted by the huge increase in polytechnic applications as a result of the cut in university places. First year enrolment on full-time and sandwich courses at polytechnics were up by more than a sixth last autumn, and many polytechnics are already bogged down with applications for next year. Many have received 50 per cent more applications than they had the same time last year.

An increasing number of sixth formers are now covering their bets by applying both to universities and polytechnics - another reason for a clearing house. But the CDP has yet to decide whether it wants to set up its own system or to merge with the scheme already operated by the Universities Central Council on Admissions. Some directors fear that that might threaten their freedom of manoeuvre and put applicants who do not come straight from school at a disadvantage.

The CDP has still to set up a working group to examine the question, and it was emphasized this week that there are many problems. A clearing scheme could probably not come into operation until 1984-85.

The polytechnics' move, which was agreed at their annual meeting in Plymouth, will be greeted with relief by the Secondary Heads Association, which has repeatedly urged the introduction of a clearing house. Teachers and heads have been weighed down by the number of individual recommendations they have to write.

## £75,000 for how-to-retire organization

The Government is to give the Pre-retirement Association (PRA) a £75,000 grant of up to £75,000 to help develop work in pre-retirement education. Sir Keith Joseph, Education Secretary, told the annual conference at Warwick this week.

Mr Keith said there was a need to raise public awareness of the value of pre-retirement education. "It has been a matter for concern for some time that the educational needs of adults faced with the social, psychological and economic changes of retirement bring are not being adequately met at the local level."

He added: "The need for a national effort to stimulate the development of work in pre-retirement education is to increase public awareness of its value and purpose, has been increasingly recognized. The Government sees the PRA with its experience in this field as an appropriate body to take on the role."

## Schools closed by lightning strike

Schools in the Birmingham area were closed this week because of a lightning strike which killed two children and injured several others.

Deaths were established at school and about 3,000 children were sent home when they arrived for school.

The dispute involves an inter-union struggle between the National Union of Public Employees, the General and Municipal Workers Union and Birmingham City Council. A proposed reduction in work hours was rejected.

The council leader, Mr Clive Wilton, had ordered a ballot of union members to try to assess where they felt cuts should be made but this has not been done.

An arbitration hearing will take place next week over a year-old claim for a rise in their allowances.

Teachers are seeking rises which would take them to the inner London allowance of £759, £69 and £30 to the fringe of Home Counties allowance of £213 a year. The local education authorities have offered £65 to inner London teachers, £39 to outer London teachers.

## Catholics feel free to choose secular schools

The Catholic Church seems to be telling parents that they are no longer obligated to send their children to Catholic schools, the incoming president of the Catholic Teachers' Federation told the annual conference last Saturday.

Referring to a Catholic education report produced last year, Miss Anne Skivington, head of St Dunstan's junior and infant school, Birmingham, said it urged that anyone giving religious education to Catholic children who do not attend RC schools should be properly trained. "It refers to those who do not attend, not those who cannot attend," Miss Skivington said. "It also says, 'In contrast to the practice of an earlier period, parents feel free to make the decision to choose a secular school.'"

"That undermines the whole *raison d'être* of a Catholic school. No concerned parents would choose to send their children to schools which had no adequate mathematical or artistic or scientific education to offer, yet the report seems to be saying it is now quite acceptable to disregard religious education - the most important subject of all."

Miss Skivington referred to last year's report by the Joint Matriculation Board on the GCE religious studies papers. "They found many candidates had obviously followed a course which might more accurately be described as social studies and showed no religious dimension at all."

The CTF now has over 1,800 schools affiliated with a total membership of 20,000 teachers.



## Boards set to go it alone

The boards are now drafting amended versions of the heavily-criticised subject criteria, copies of which were sent to all schools. Some of these redrafts are due to be completed by the end of this month. But there are no plans to publish them before they are submitted to Sir Keith.

One drawback with the provisional 16-plus exams is that CSE boards may only issue certificates for schools in their area, so schools will be limited in their choice of boards. The Cambridge GCE board, which has run joint 16-plus exams with the East Anglian CSE board since 1973, got round this by issuing certificates of attainment to candidates obtaining a CSE pass on joint exams taken outside the East Anglian area.

Cambridge is now talking to the West Midlands CSE board about a replacement for the joint scheme the CSE board had with the Manchester-based Joint Matriculation GCE board. The National Union of Teachers' *Secondary Education Journal* commented this week: "Progress towards the single system is now further advanced than at any time in its history - it has reached the point of no return."

It adds: "Teachers and examining boards throughout the country have declared their intention to go it alone" if necessary, and the Secretary of State has no power to stop them doing so. "The single system will be established whether Sir Keith likes it or not, but without his support at this crucial time the task will be prolonged further and made immeasurably harder than it need be."

## Heseltine opens tech centre

The first three of a nationwide chain of 100 new Government-funded information technology centres to teach the young unemployed advanced computer and electronics skills was opened this week. The Wallasey ITEC, housed in a former technical college, is sponsored jointly by the local authority and GEM-Marconi. It will train youngsters in programming, teletext editing and word processing, control systems, and electronics. In describing Wallasey as the first ITEC, the Department of Environment's official announcement of its opening makes no mention of the Notting Dale Centre in London, the highly successful voluntary project on which the new Government centres are directly modelled.

## Liverpool spreads cuts to avoid redundancies

In a bold move to avoid enforced redundancies, Liverpool University has decided to dig into its reserves to spread the cut in its budget over a longer period. The university, the first to announce that it will tackle the cuts in this way, expects to lose 12 per cent in income from the University Grants Committee and fees by 1984. By using its own money to extend the deadline, it hopes to lose all the necessary posts through early retirements and natural wastage.

Under an academic plan approved by the council and senate, there will be a deterioration in the staff-student ratio and a consequent loss of 143 academic jobs. Undergraduate teaching will be rationalized, chiefly by merging departments. The School of Education, the Board of College Studies and the Institute of Extension Studies will be amalgamated in a new Faculty of Education, Extra-Mural and College Studies.

Liverpool will be carrying out at local level what the Association of University Teachers, the lecturers' union, proposed at national level - an extension of the UGC cuts from three to five years to avoid compulsory redundancies. The university was fortunate in being able to do this because it had accumulated various benefactions and gifts over the last 100 years, said Professor Robert Whelan, the vice-chancellor.

Schools Council's fate  
Part-time study needed for 1m

A statement on the future of the Schools Council is believed to be imminent. Mr Alistair Lawton, chairman of the education committee of the Association of County Councils, and Mrs Nicky Harrison, chairman of the education committee of the Association of Metropolitan Authorities, were both invited to meet Sir Keith Joseph, the Education Secretary, yesterday afternoon. The meeting was later cancelled but the local authority associations expected to be told of Sir Keith's statement by telephone. It is six months since the Training Schools Council should have been set up. The report points out that very few higher education institutions recognize the need for part-time study in their degree programme. Opportunities are at present concentrated in and around London, with major programmes at the Open University, Birkbeck College in central London, Goldsmith's College in south-east London and correspondence study for London University external degrees. Only 11 out of 44 British universities currently provide some part-time degree study, it says, and these are generally restricted to one or two day-time courses for a handful of students. Part-time Degree Level Study in the United Kingdom, by Malcolm Tight, available from ACACE, 19b De Montfort Street, Leicester LE1 7QE, price £2.50 post free.

## Comment

### No beating, no cover

The closing stages of last week's NUT conference produced two decisions which should have a more practical effect, for good or ill, on what happens in schools than the earlier debates on national and international issues. The surprise collective decision of the delegates to go against the advice of their executive and vote to campaign for the abolition of corporal punishment has already been greeted as historic and radical. It has to be good news when a body as disparate and unwieldy as the largest teacher union can come out on the side of virtue at what is almost certainly the right time.

The strengthening trend towards abolition of the cane was noted in these pages at its beginning of the year, on the basis of a round-up of what local education authorities were doing. It was becoming clear that many teachers had come to recognize that if we continued, we should soon be isolated, not only in Europe but even in the British Isles, in our dependence on corporal punishment as a means of keeping order in our schools.

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## No Comment

"The local authority has been dragging its feet over the release of dockside land for development. One reason is indecision over who should be housed there. Should be workers who will provide the necessary infrastructure (teachers, dustmen, bus drivers) should it rather be middle class who are the customers for such services and afford the rates to pay for them?"

Times property column, 18 April.



# Platform

## Professor John Stewart sounds a warning note against the apparent attractions of a block grant system of funding Putting education into reverse?

Any proposal that suggests a specific grant for the education service is guaranteed a good hearing; specific grants have the quality of legend. They belong to the golden age of education.

It is not surprising, therefore, that there is considerable interest in the proposals for Financing and Education Service set out in Annex B of the Green Paper on *Alternatives to Domestic Rates* and, in particular, in paragraph 7.

"A further option would be to pay an education 'block grant' in support of education expenditure by local authorities. Payment of specific elements of this grant could, if desired, be made conditional on their being devoted locally to specific items of education expenditure. The cash limit on the grant could be set at a level which was high enough to remove most of the financial burden of the services from local authorities while still retaining a sufficient local financial stake to allow the partnership between central and local government to continue. An assessment could be made of each authority's need to spend, comparable to the grant-related expenditure (GRE) assessment under the present English system; grant would be paid as a percentage of actual expenditure up to this level, and could be tapered on expenditure above it."

John Tomlinson's views, expressed in his presidential address to the Society of Education Officers (SEO) are probably fairly representative of wider views within education. He stressed the need for reform in the financial base of local government.

"It needs to be certain, within the unavoidable vicissitudes of political decisions, what central government grant it will get for at least two, preferably three years ahead. And that grant must be for use at discretion. Beyond central government funds the local authority must have a progressive tax within its power. The regressive property tax is not sufficient and can never

be, not because local authorities want to spend unreasonably but because it has too narrow a base in the local community and falls so unevenly. Since I wrote those words I find the idea echoed in paragraph 7 of Annex B, *Financing the Education Service*."

The strange aspect of that statement is that paragraph 7 does not echo the idea he has just described. John Tomlinson had spoken of a progressive tax within the power of local government. Paragraph 7 concerns grant within the power of central government.

John Tomlinson had spoken of grant for use at discretion. Paragraph 7 contains the possibility of conditions placed on the use of grant.

Why then does John Tomlinson regard paragraph 7 as meeting the very different requirements he has stated? The only explanation is that the Green Paper proposal, with its echo of specific grant, appealed so strongly to the education service that it led him to overlook the gap involved.

The proposal in Annex B recalls too easily the memory of specific grants and the aspiration of the SEO expressed in its statement on *Financing the Education Service*:

"Assuming that a return to percentage grant funding is not politically practicable, the early introduction of a block Education Grant agreed annually by I.e.s.s with the DES in direct negotiation with the Treasury. This would be an overall grant to the I.e.s.s. which would be able to spend it (within the Education Service as part of its total education expenditure) as it wished, paying due regard to its statutory duties and powers.

The very real danger is that the euphoria created by the apparent

reappearance of the education specific grant in the 1980s will mean an uncritical approach. Specific grants in the era of block grant, expenditure cuts and declining rolls will not be the specific grants of old.

The SEO has recognised that "a return to 'percentage grant' funding is not politically practicable..." but Annex B shows that any new specific grant for education would differ in other very important ways.

What is envisaged is an education "block grant" based on a grant-related expenditure total for education. Such a system would bring with it the complex mechanism of targets, penalties, thresholds and tapers that are now part of the grant system. For whatever the desire of the education service may be for minimum standards in education the whole force of the Government's policy, through its block grant proposals, has been to reduce local government expenditure by, in effect, setting maximum standards.

Separate block grants would not relieve the financial position of the education service. The total grant to local authorities will remain the same and education, as other local government services, will be dependent on the rates for spending above grant - and, indeed, this is the crucial issue in education.

There will be a continuous squeeze on education spending because for marginal expenditure it will be calling on the same resource base as at present. The danger is that a separate block grant, by appearing to solve local government pressure for a progressive tax base - a key problem identified by John Tomlinson.

There is a danger, too, that a separate block grant would see education having a lower claim on the rates. This effect is likely to be even more marked at a time of declining rolls. By separating its source of finance, the impression can easily

grow that education is mainly or wholly financed by the block grant and has less claim on those rates which will still be necessary to maintain good standards. Such an approach would be unfair and harmful to the education service, but could well be a consequence of a separate block grant.

Rather than pursue this potentially damaging course, the education service could well lead a campaign for that local income tax necessary to provide the type of local authority sought by John Tomlinson.

The block grant system in the main controls local government expenditure, and local authorities spending more on services than specified by central government are penalised. This is operated through the specification of a threshold above which a grant is tapered, and a set of penalties imposed in relation to targets set by central government.

A separate block grant for education opens up the possibility that the threshold above grant-related expenditure (GRE) could be set lower than for the block grant generally, the taper steeper and the penalties more severe. This could be logical consequence of the firmer base of GREs for education and the greater national involvement in education.

Pressure for uniformity cuts both ways, but under the block grant system it cuts against alleged overspending. Yet in the education service it may well be that alleged overspending is setting higher standards for the future.

Block grants may not be the answer for the education service which must study carefully the rules of the game.

A proposal, such as block grants, must be looked at in the light of its likely development. The danger of GREs is that they tend themselves to disgregation - that is, being comes a hypothecated grant and so on.

It is a complex system; there are over-spenders and under-spenders on education GREs and it is possible that overspending on education GRE may go along with underspending on the remaining GRE or vice versa - such as vagaries of the system. A local authority could be penalised for overspending while under-spenders on the remainder of the service.

It may be argued that the proposal have made relate to the block grant system, while the remaining good standards. Such an approach would be unfair and harmful to the education service, but could well be a consequence of a separate block grant.

Between the Conservative government's implicit determination of a maximum standards and Neil Kinnock's explicit determination of a minimum standards, the discretion of the local education authority as justification can be squeezed out of existence.

It may well be that in the education should remember that it is not an education service through very discretion.

In the current White Paper on public expenditure, local authorities are shown as overspending a total of 6 per cent. The block grant could be a means of removing this overspending.

Let education support in the form of a loan be introduced before the next general election came from Sir Keith Joseph, the Education Secretary, this week.

The evidence before the Commons Education Committee on Education, Sir Keith emphasized that no government decision had yet been made. He also emphasized that no government decision had yet been made.

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John D. Stewart is director of the Institute of Local Government Studies, Birmingham University.

## Parents take increasing strain in efforts to pay private fees

Nick Wood

Parents with children at public schools are finding it increasingly difficult to meet the fees, the chairman of the Independent Schools Information Service said this week.

Mr Jim Hornby, also headmaster of Clifton College Preparatory School in Bristol, said parents were being asked to give their children a private education. Both parents were increasingly going out to work to pay school fees.

It used to be a rarity for parents to come to me to talk about financial matters. Now it happens all the time. Over the last two years there has been a sudden increase in the number of parents in arrears with their fees. Some wonder whether they can manage a 10-year commitment or whether they can find a cheaper school at the end of the preparatory stage.

Mr Hornby said schools like his, with boarding and day places, were helping families where both parents worked. At Clifton College, "scores of children" stayed on as late as 8 pm before they were collected.

But despite the recession, there has only been a marginal fall in the number of children attending public schools, according to an ISIS survey. The total number of pupils in public schools dropped by 4,000, or about 1 per cent last year. This compares with a 2½ per cent fall in the total school population.

Much of the decrease is due to a 3,000 drop in the number of boarders, Mr Tim Devlin, the director of ISIS, said. Parents were struggling to pay boarding fees which average over £3,300 a year at Headmasters' Conference schools.

The survey, which for the first time has been analysed by a computer and is not strictly comparable with previous years, shows that fees at HMC boarding schools rose by 5.7 per cent and at day schools by 13 per cent. Annual fees at HMC day schools averaged £1,930.

The survey also discloses a sharp increase in the amount of money

public schools spent on new buildings and improvements. It rose by 25 per cent last year to £75m. Per pupil, capital expenditure in the private sector is five times that spent in the state sector.

The survey's other main findings are: There were 404,542 boys and girls aged between two and 19 plus at the 1,283 schools analysed. This compares with 414,549 at 1,298 in the previous year (January 1981). (The apparent drop of 10,000 is offset by the fact that several schools did not complete returns in time for the computer).

Numbers at HMC schools were 135,907 at 208 schools compared with 142,841 at 214 schools last year. There were about 4,500 pupils at the six schools not included.

There were 95,169 pupils at preparatory schools in the survey compared with 99,109 at 555 schools last year. There were about 2,500 pupils at the schools which did not submit returns.

## Sir Keith confirms loan delay

Biddy Passmore

Confirmation that student loans could not be introduced before the next general election came from Sir Keith Joseph, the Education Secretary, this week.

The evidence before the Commons Education Committee on Education, Sir Keith emphasized that no government decision had yet been made.

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## Changes planned at school plagued by heating system

Sarah Bayliss

Radical alterations are to be made at a Cheshire junior school which has been plagued by its heating and ventilation system for six years.

County architects were instructed this week to start drawing up plans for the Elton county junior school whose problems were revealed in *The TES* last week.

Its heating and ventilation system is likely to be abandoned in most parts of the building. Windows which are currently sealed will be opened and conventional radiators and hot water pipes installed.

The school was inspected on Monday by a team including Mr George Ratcliffe, chairman of Cheshire's education committee, together with the director for primary education, senior architects and heating engineers.

Mr Ratcliffe said later that it was accepted that the system had "given rise to some difficulties which affected staff and children."

Teachers and pupils had complained of a constant loud hum from ventilation equipment, permanent artificial lighting, a stuffy, sleep-inducing atmosphere and extremes of temperature, particularly a build-up of heat in the afternoons.

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Doug McAvoy, NUT deputy general secretary, said that at present there was a "hotch-potch" of arrangements for cover operating in different local education authorities.

## No cover reminder

Teachers are to be reminded there is no contractual obligation upon them to cover for absent colleagues in the wake of a decision by delegates to the National Union of Teachers' annual conference to take a firmer line on "no cover" sanctions (see page 10).

The conference voted by an overwhelming majority in favour of a motion declaring that teachers on the normal establishments of schools should no longer be required to cover for absent colleagues - and that special staff should be available for this purpose.

Mr Doug McAvoy, NUT deputy general secretary, said that at present there was a "hotch-potch" of arrangements for cover operating in different local education authorities.

He added: "We will be reminding members that there is nothing contractual - no obligation - about covering for absent colleagues." He said this had been recognized by Baroness Young, then Minister of State for Education, in a letter to a Conservative MP on the subject.

Mr McAvoy said the union would make it clear to local education authorities that it would prefer a more uniform system agreed nationally to provide sufficient cover for teachers who are absent from the classroom.

## Feminity factor in girls' choice

Girls often choose school subjects to assert their femininity, particularly in mixed schools, says a woman's national pressure group.

A report by a working party of the National Council of Women concludes that physical science should be compulsory for all pupils up to the age of 16.

The working party, made up of women scientists and educational experts, was set up to consider *Girls and Science*, the 1980 survey of 15 schools by HIM Inspectors.

The report says that any innate differences in ability between the sexes was of little significance at the age when most girls make subject choices, usually at 13 or 14. Far more important was the tendency of girls to choose subjects that would reinforce their femininity.

Timetabling was also to blame - traditional male subjects like woodwork were often linked with physics and chemistry, while needlework might be part of a package with biology. This was not helped by the tendency of some male teachers inadvertently to imply that science was a boy's subject.

The working party puts some blame on the girls. "Girls more than boys, tend to avoid subjects they perceive as 'difficult', and present examination courses are unnecessarily theoretical and factually overloaded," it says.

It recommends that mixed schools should consider running single sex classes for science or maths; that science teaching should be extended and improved in primary schools; and that teachers should discuss with parents the need to involve their daughters from an early age in simple electrical and mechanical tasks in the home.

*Girls and Science*, National Council of Women of Great Britain, 36 Lower Sloane St, London SW1, 63p.

## DES study reveals huge variation in nursery provision Local education authorities cutting back on the admission of rising fives

Biddy Passmore

The number of pupils in nursery schools and classes rose by more than 6,000 last year to a new peak of 221,600, according to the latest statistical bulletin from the DES.

However, the number of under-fives in infant classes in primary schools fell by nearly 7,000 to 200,400, as local education authorities cut back on the admission of rising fives. This is the main reason for a drop of 6,000 in the number of full-time pupils under five, while the number of part-time pupils rose to a new height of 190,000.

The bulletin shows an overall drop of 800, to 428,000, in the number of pupils under five between January 1980 and January 1981. This is the highest proportion (40 per cent) of the three- and four-year-old population ever, but only because of the drop in the birth rate. The actual number of pupils under five was highest in 1976, at 440,000.

Moreover, nursery provision still falls well short of the targets set by the Plowden Report and endorsed by Mrs Thatcher as Education Secretary in her 1972 White Paper. The latest figures show that only 28 per cent of

three-year-olds and 69 per cent of four-year-olds were in nursery and infant classes, compared with the Plowden targets of 50 per cent and 90 per cent in nursery classes alone.

As usual, the figures show huge variations from one region to another, with East Angles and the South West having fewer than one in three three- and four-year-olds in nursery classes, compared with one in three in the North. Over metropolitan districts as a whole, 31 per cent were in nursery education, compared with 38 per cent in the Inner London Education Authority, 25 per cent in the outer London boroughs and only 15 per cent in the three counties.

The highest provider was the metropolitan district of Walsall (55 per cent), closely followed by Middlesbrough and the London borough of Newham (53 per cent) and Barnsley (52 per cent). If infant classes are counted in, the proportion of three- and four-year-olds being educated in Walsall rises to 91 per cent.

Lowest nursery providers among the metropolitan districts were Stockport (43 per cent) and Bradford (41 per cent).

Amongshire counties, the highest

coverage was to be found in Cleveland (44 per cent in nursery classes), followed by Nottinghamshire with 39 per cent. But 15 out of 39shire counties had less than 10 per cent of their three- and four-year-olds in nursery classes, with West Sussex (3 per cent), Somerset (2 per cent), Wiltshire (1 per cent) and Gloucestershire (0 per cent) at the bottom of the league.

The greatest variation was to be found in London, where nursery provision ranged from Newham's 55 per cent to less than 10 per cent in Redbridge (9 per cent), Croydon (7 per cent), Havering (4 per cent) and Bromley (2 per cent).

Overall, the figures show a virtual doubling in the number of nursery classes in primary schools between 1975 and 1981, compared with a near standstill in the number of nursery schools. Nursery classes rose from 2,000 to over 3,500 during that period while the number of nursery schools rose from 548 to only 588.

Pupils under five years in each local education authority in England - January 1981. DES statistical bulletin 14/82, available from the Department's Statistics Branch, Elizabeth House, York Road, London SE1 7PH.

## Closer links sought with air bases

Closer links between schools in Suffolk and those on American air bases in the county are being explored in talks between the local authority and American school leaders.

Ideas under discussion include taking the children of American servicemen into primary schools, joint literature courses for sixth formers, and secondary school pupils swapping for specific courses.

Dr Joseph Larkin, director of the United States Defence Department's schools in northern Europe, said such exchanges might include American high school students going into British schools for English literature lessons.

Suffolk pupils could benefit from studying American history or the United States' constitution in air base schools.

Local swaps between the 15 US Defence Department schools in England and Scotland were already commonplace, he said.

The idea for closer Suffolk links was suggested by Mr Eldon Griffiths, the Conservative MP for Bury St Edmunds. Details of a pilot project in the west of the county, involving Lakenheath air base, are now being worked out.

## Six school sites set to close

Six Swindon secondary school sites are to close and a sixth form college will be established under a reorganization plan approved by Wiltshire's education committee.

The Swindon area has 3,000 secondary places, and expects to have 8,000 surplus by 1991. The present system also mixes school leaving ages from 11 to 14 to 18, with 11 to 14 and 14 to 18 schools and has always been considered temporary.

The new system will have 11 to 16 schools, but three schools will retain their sixth forms. A school at Wroughton, on the other side of the M4 from Swindon, is to stay as an 11-18 school, but will be kept under review.

Another school, at Wootton Bassett, will also stay as an 11-18 school, as will a Catholic school in Swindon.

The town's sixth form college will cater for about 1,000 pupils and will be established under further education regulations.

Section 12 notices are to be published shortly. There will then be a two-month period for formal objections. Education officers hope to begin implementing the reorganization by September 1983.



# Union tacticians to prepare campaign for alternative sanctions NUT limbers up for anti-cane fight

by Richard Garner

Leaders of the National Union of Teachers will meet soon to consider what guidance should be issued to members in the wake of last week's decision by its annual conference to campaign for the abolition of corporal punishment.

The union's executive is likely to seek a meeting with Sir Keith Joseph, the Education Secretary, to discuss the abolition of corporal punishment and urge local divisions (branches) to press their local education authorities for a commitment to ending corporal punishment if they have not already done so.

The executive, due to meet on May 15, will also have to consider the position of NUT head teachers who want to keep corporal punishment. It was being pointed out this week that the motion agreed last week speaks of corporal punishment

being phased out within the next two years.

Mr Fred Jarvis, NUT general secretary, said this week: "It is essential to recognize that the decision of the annual conference was to call for the replacement of corporal punishment by more acceptable forms of sanctions."

"The union will place particular emphasis, not only on the need for better staffing provision, smaller classes, adequate resources for pastoral care, realistic steps to deal with disruptive pupils, and better support services, but also we will demand clear recognition by the Government and local education authorities of the need to give full support to teachers in facing increasing stress in their professional responsibilities and working conditions."

Mr Tom Scott, the driving force behind the Society of Teachers Opposed to Physical Punishment (STOPP), began to feel strongly about corporal punishment when he used to beat young boys at a Scottish public school.

Mr Scott, 33, a politics and sociology graduate from Bristol University, and STOPP's only full-time worker, was speaking in the wake of the NUT's decision to support the abolition of caning.

He said he found corporal punishment a "revolting thing to do".

Mr Scott added: "When I was 22 I was house tutor at Rannoch Boys School in Tayside. It was part of the ethos of the school that children in the junior school were given the gym shoe. I found I was more or less expected to do so and I did."

"I still feel quite guilty about it, quite ashamed that I succumbed to the pressure. All I can say in my favour is that I did not do it for long and that I found it a revolting thing to do - to actually hit someone with a gym shoe."

"It wasn't so much the physical side of it. There was only one blow with the shoe. It was the fact I was inflicting violence on another human being. That affected my relationship with the kids."

"And it didn't work in the way it was supposed to - it didn't act as a deterrent. My decision to stop using corporal punishment was partly emotional and partly based on what my experience had taught me."

"What is vital now is that the Government, local authorities and the public give the teaching profession the resources and support necessary to maintain good discipline by means other than resort to corporal punishment, so that when the inevitable change in the law in local authority regulations takes place, schools are able to cope with any behavioural problems that might arise."

Mr John Gray, a former union president and member of its executive, is a head teacher in Stockport where the local authority has not yet decided on the corporal punishment issue. He said he felt union members who were heads and were in favour of retaining it, would not be immediately affected by the decision.

He added: "My guess would be

that any change will not take place as speedily and dramatically as the applauders of the motion would have anticipated."

"Also, I don't think the national position will stay the same over the next two years. Something is going to happen that's bound to have an effect on the situation."

Mr Peter Griffin, the union's junior vice president who spoke against the resolution for the executive at the conference, said: "I wouldn't go to the stake defending corporal punishment and I don't believe that the union has ever been in the vanguard of the floggers' campaign."

He added that the debate would now be over alternative forms of sanctions and the necessary resources for schools.



Tom Scott... out of a job from September?

school. "When I became a senior I thought that some of the prefects were quite vicious. And the way they talked after they had caned a child suggested to me that they did get some enjoyment from it."

Mr Scott, who has worked full-time for STOPP since 1979, said he became a committed abolitionist while working in a comprehensive school in Barking in 1976 after completing his postgraduate certificate in education.

He said the school was the "most authoritarian" he had come across and that the headmaster had misled him at the interview when he had asked about the policy on corporal punishment.

"He said: 'Well, I've got a cane but I doubt if I could find it. I can't remember the last time I caned a boy.'"

"What he didn't say was that all three deputies used the cane and so did all the heads of department."

This time Mr Scott's attempts to persuade his colleagues met with less success. Even the young teachers who agreed with him at first came to accept the "prevailing system" in the school. Despairing of ever changing the system from within, he left, joining STOPP after a brief spell at a special school in Gloucestershire.

He denies that STOPP represents only a handful of teachers. Total membership is more than 1,000, he says, with something like 700 practising teachers. Funds come from subscriptions, grants from charities and donations from "famous and non-famous people alike".

Sir Harold Wilson and Robert Morley are just two of the better-known benefactors he is prepared to name.

Mr Scott was in buoyant mood this week at his cramped Bethnal Green office in East London which he shares with an offshoot of the Greater London Council, the Advisory Centre for Education and an SDP think tank.

After Stratford and Scarborough, he says it is "quite familiar" that Sir Keith Joseph, the Education Secretary, will ban corporal punishment in English schools from September. If so, Mr Scott will be looking for another job.

# Playgroup may oppose nursery plan

by Virginia Makins

Plans for a new nursery unit in Northamptonshire village could be threatened by opposition from supporters of the local group, Mr John Weaver, head of Woodford Halse primary school, said: "My personal opinion is there's a strong possibility that a new unit could go by default."

Woodford Halse, in the south of the county, is what is officially scribed as an "open village". The research found that while anti-bus courses in school management, such as Open University courses, were developing quite well, possible without running late in conservation objections.

When the county council is between Tories and Labour, Liberals tipped the balance. Labour - decided to go ahead with nursery expansion this year, Woodford Halse was one of the primary schools chosen for a nursery unit. With 170 children in the buildings of a former school modern, there was plenty of space.

The unit - two teachers, a nursery assistant, and places for children - was planned to open in September.

In a village of 2,000 people which lost its railway in the 1930s and most of its bus services in the 1950s and has even had to fight to keep a doctor's surgery - the plan was expected to be popular.

But well-publicised doubts have come from the local playgroup which caters for 42 children in open four mornings a week and charges 70p a session. It also has "rising threes" group on alternate weeks. The playgroup is full, but no waiting list.

At a public meeting in the village last night, Mr Jack Morris, education committee chairman, worried questions from the group people about the proposal.

Mr Morrish and Mrs Betty Biddie, Northamptonshire Inspector responsible for pre-school, felt no conflict between playgroup and nursery units. The policy of the education department is to provide rate closely with the social services and voluntary provision for five.

The nursery unit is planned to be flexible with a section for part-time provision for all-day school for some children.

# Research study faults courses for senior staff Call for in-service training unit supervised by Schools Council

by Sarah Bayliss

An important new agency to promote and co-ordinate in-service training for senior teachers and heads could be set up under the auspices of the Schools Council.

That is the conclusion of Professor Woodford Halse primary school, University who directed a research project funded by the Department of Education into professional development for senior staff in schools and colleges.

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Today a one-day national conference planned jointly by the British Educational Management and Administration Society and Birmingham University will consider a report on the research. The Society of Educational Officers, encouraged by the DES, has already established a working party to consider it under Mr Derek Esp, deputy officer for Somerset, and the Secondary Heads Association is looking at the findings in relation to their policy in favour of an educational staff college.

Writing in the BEMAS journal, *Educational Management and Administration*, Professor Hughes says: "There is a need for a bold and imaginative national initiative in the training provision for heads and senior staff."

The initiative, he suggests would be called the School Management Unit and would cost about £200,000 a year to run under the general oversight of the Schools Council.

Professor Hughes, from the Department of Social and Administrative Studies in Education at Birmingham, says the unit's aim would be to

stimulate the growth and development of a countrywide network of training activities in school management. It should have a full-time programme director and assistant director, five or six part-time consultants and a steering committee with representatives from the schools, the local authorities, the teaching institutions, the DES and the Welsh Office and also perhaps from BEMAS.

Professor Hughes recognizes that the School Council's own future is still under consideration at the DES. But he says his suggestion is consistent with what is better to build on the council as it exists, whatever its shortcomings.

Whatever the structural arrangements, the unit should undertake to assist groups of local authorities wanting to co-operate in in-service training; provide specialist advice on the content of courses and help evaluate existing courses; provide an information service; maintain a national resource centre for reading materials in education management and develop new materials.



Ford's new economy model - wooden go-kart-rolled off a production line at Dagenham manned by unemployed Youth Opportunities Programme trainees ("School to Work", page 12). The karts are likely to be used mainly for promoting the sales of the company's more conventional vehicles.

# Fighting racism in the class

Teachers must join the struggle against "the racist nationality and immigration laws of this country", the annual conference of the National Association for Multiracial Education was told last week.

Mr Paul Boateng, a black lawyer and GLC councillor, said teachers must not delude themselves that they were above politics.

Schools had a duty to expose the nature of these racist laws to parents. He urged schools to provide a civic

service for the black community as, after all, they were a community resource.

Teachers could not remain neutral either in the matter of police and school relationships as the struggle against racism was nowhere as sharp as it was between the police and the community. Schools were inevitably being dragged into this conflict, said Mr Boateng.

He called for positive discrimination in employing black teachers as equal opportunity was not enough.

# meanwhile Nick Wood meets a likely 'victim' of any ban on corporal punishment

STOPP may be go for Scott

Mr Scott explained that he found beatings had only a short-term effect on children. They were docile for a couple of days but they soon reverted to their normal behaviour. He left the school after a year after persuading two other teachers in the house not to use the gym shoe.

Mr Scott also said that in his youth he had been beaten at Rannoch Boys school before going to Trinity College, Glenalmond, also in Tayside. He was caned for going out to get fish and chips and for getting involved in a water fight. But, despite his anti-authority stance, he was not caned at Glenalmond.

He thought he was "quite lucky" not to be beaten at Glenalmond because there was a lot of caning in the

# Warnock member attacks special needs Act

by Diane Spencer

The new Special Education Act has come under attack from the former vice-chairman of the Warnock committee on special education.

Mr George Cooke, general secretary of the Society of Education Officers, said last week that the Act did little to help or compel education authorities to adopt more enlightened policies for children with special needs.

"It sets out the new rules of the game and leaves virtually everything else to play for", he told the Association of Educational Psychologists' annual conference in Oxford.

The Act was particularly disappointing in dealing with the top three priorities of the Warnock report - nursery, post-16 and teacher training. The White Paper which followed the report made a lot of the right noises about early intervention, but the Act had very little to say, he claimed.

The gap between the best and the worst provisions in nursery education provision had increased significantly. The law on 16-18 provision of education beyond 16 had still to be clarified, and there had been no major national plan for teacher training.

guards. "And what we do must manifestly be in the interests of the needs of the children and not in pursuit of dogmas."

Special education must be kept firmly in the public eye so we can get the resources we need, he said. "There is always cash if your priorities are high enough. We won't bring the fleet back from the South Atlantic because we can't afford it."

Mr Freddie Green, staff HMI for special education, said he was very disturbed to find that a large element of the education service thought the new Act was not for them. Every school should now have a copy of the draft circular 8/81 which explained the Act, but he suspected that piles of these documents were still in education offices.

It was incredible that children were being placed in independent special schools which had not even been visited by education authorities. The new Act would regulate and control the independent sector.

The Department of Education would be producing a list of approved independent schools for maladjusted children.

Although the new Act had

schools, an inspector for special education said last week.

Mr Tony Lewis from Manchester, giving his inaugural address as president of the National Council for Special Education's annual conference in York, said: "We need to help our colleagues to understand the special needs of disadvantaged children."

Demands upon senior staff in schools will increase considerably from 82. This meant that our potential now on. It will not be enough to be a superior, efficient teacher.

"We shall need the skills of administrative executives to make clear what are about public relations officers and links with other schools, and the business management abilities to do so efficiently," he added.

No competent, caring professional nor education authority need have power given to parents in the new Special Education Act, he said. He saw parents as professional partners, although some parents might use "teeth" given them in the Act to out the system, he said.

He hoped that the new legislation would not work solely for the benefit

# Dulwich head floats idea of 'I' levels

by Biddy Passmore

Plans for the speedy introduction of intermediate ("I") levels to replace the sixth form curriculum have been made by the headmaster of one of the country's most academically successful schools.

Mr David Emms, headmaster of Dulwich College in London, said the school would have three A level structures in its sixth form must be urgently re-structured if skilled young people were to become good all-round managers.

He proposed the resuscitation of I levels as the only reform the universities would accept.

The reorganisation, which would be a half an A level, was supported by members of the Headmasters' and Voluntary Aids' Association. The leading boys' public schools nearly four years ago, following the lingering death of N and F levels because of university opposition. The idea was supported in a government document issued in October 1980 but it was made clear that no extra resources would be available to introduce the new exam system. Under the proposals, two A levels would be replaced with two I levels would be the normal course for university candidates with one A level and four I levels as a broader diet for non-university candidates.

Speaking at the annual conference of the Independent Schools' Association in Brighton, Mr Emms said: "The country has carried specialisation further than an industrial nation. This meant that our potential managers were either skilled in science, but unable to communicate, or graduates without balancing their specialities in mathematics."

He said that he himself had done so far that the business management subjects to be offered at Oxford and Cambridge were no longer even read by the students.

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# Adult literacy need still great

by Philip Venning

The adult literacy campaign has failed in its original aim of wiping out adult illiteracy in a single blitz. According to the latest annual report of the Adult Literacy and Basic Skills Unit, new students are enrolling for courses as fast as ever.

The unit is now pressing the Government to change the 1944 Education Act to make adult education, including basic work skills, a statutory duty for every local authority.

When the adult literacy campaign was first set up in 1975 it was seen as a short, sharp, concerted effort to clear a backlog of the estimated two million adults who had difficulty with reading or writing.

Although ALBSU, a successor body to the original agency, has widened its scope to include numeracy and other basic skills, the number of adults in need of help has not abated.

Unemployment, in particular, has swelled the number of clients, says Mr Alan Wells, the unit's head. Many adults found they could get by while they were still at work.

But, as soon as they lost their jobs they discovered they could not cope

areas, the report says that a fifth of all local authorities have cut back what they are doing. On the plus side, 13 per cent have increased their spending.

Despite shortage of money some developments were possible in 1980-81 - these included special courses for Vietnamese adults, ex-offenders, and the mentally handicapped. Some courses for more advanced students have also been introduced. Of the 42,217 new students in 1979-80, 7,406 came forward for the newer courses in numeracy.

Because of the continuing demand for its services, ALBSU recommends that it should continue beyond its review date of 1983 - for a realistic period of, say, 10 years.

The unit would also like its remit widened further so that it could include some more general education, and so that it could aid local authorities and voluntary bodies directly through a system of development grants.

The Inner London Education Authority is to give £1m this year to five aided adult education centres. This is in addition to the grant to the

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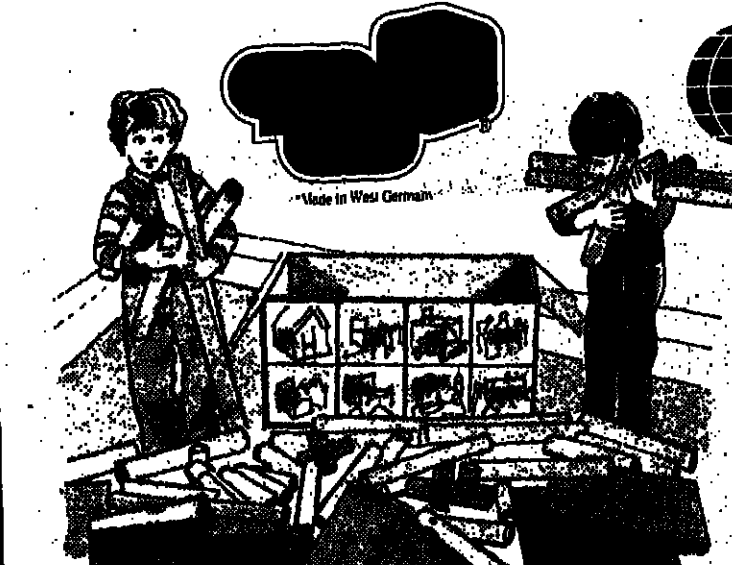
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# NAS/UWT conference at Blackpool

## Poor heads 'a cause of disruption'

Inadequate heads were one of the principal causes of disruption in schools, Sir Keith Joseph, Education Secretary, told reporters shortly after addressing the conference.

"People sometimes run out of steam and bad appointments are sometimes made," he said. "Bad heads can allow turbulence to get a grip."

He said there was often a striking contrast between schools serving similar populations. "The head, by his character, values and skills has enormous influence," he added.

Sir Keith also said he would be meeting local education authorities soon to discuss the problem of ineffective teachers.

Mr Terry Casey, the union's general secretary, replying to Sir Keith, complained that the profession had never been entrusted with the training and selection of teachers.

It was time Parliament allowed teachers the right to exercise quality control, he said - an allusion to the General Teachers' Council recommended 10 years ago in a Government report and still not established.

Sir Keith said recent HMI reports had identified under-achievement at all levels, even in special schools. Diluting the academic curriculum was admirable for the 40 per cent of pupils who were not academic. But what about the brighter child?

"I reckon that one of the most important tasks facing us is to devise various forms of curriculum for them. This is very high on my agenda for action."

Governors harassing and challenging heads until they were worn down and compliant was one example of the increased interference of politicians in schools, the conference was told.

Moving a successful resolution which deplored the growing tendency of politicians to meddle in matters which should be left to the discretion of the profession, Mr Nelson Burklushaw, Doncaster, also cited areas where corporal punishment had been abolished without the agreement of teachers.

Party politicians were trying to achieve a more central control over education. "I am not trying to say we can exist in an educational vacuum. We are servants of society and must be accountable. But we should not allow political considerations to override our professional judgment and conscience."

## Central role in 16-19 education may be lost

Teachers are in danger of losing their central place in the education and training of children in the 16 to 19 age group, the conference heard.

Responsibility for this age group was passing from the Department of Education to the Department of Employment.

"We must wake up that sleeping dwarf - the DES - so it can defend us," said Mr Brian Carman of Liverpool. "And we must fight the permanent drift of the 16 to 19 age group from the Department of Education to the Department of Employment."

Mr Carman spoke of his own school, scheduled for closure, which was being gradually taken over by the Manpower Services Commission. The commission had just spent £10,000 fitting out a room with office equipment which will be used for vocational training. Teachers were understandably frustrated when they saw money being spent in this way.

Mr Roy Francis, Nottingham, heaped scorn on the work experience programmes which would be replaced by the New Training Initiative.

## Foot-thick file shows wave of assaults on teachers

Manchester schools are witnessing a horrifying wave of assaults on teachers, the annual NAS/UWT conference in Blackpool was told last week.

Mr Joseph Lowrey, one of the city's delegates, said a recent survey by the union's Manchester branch had produced a "one-foot thick" file on teacher assaults.

Staff at a city centre high school, where one teacher suffered a broken nose, had reported that gangs of teenagers - many of them pupils under suspension - had been roaming round their corridors.

At another school pupils rioted for three days after police chased a child on to the premises.

"There are dozens and dozens of incidents which do not come to light so people do not believe the state of our schools," said Mr Lowrey, who later told journalists that a 14-year-old youth had allegedly stabbed and attempted to rape a woman teacher.

Mr Lowrey made the comments while moving an amendment to a motion calling on local education authorities to give support and counsel to teachers who had been verbally and physically assaulted. He suggested, successfully, that the motion should be strengthened by the addition of a clause insisting that authorities should also take the assailants to court.

Mr Denis Cleary, seconding, said a letter of advice to heads from one authority suggested teachers should go to their unions in case of assault. Another suggestion was that a warning letter might be more effective than a court case ending in a lenient sentence.

Teachers were also warned that when a case came to court they would not usually be required to bear their own costs. But if costs were awarded against the teacher they would have to find them.

The mover of the motion, Mr Gordon Herd, Inner London, said pressure was put upon teachers not to report assaults and not to seek redress. One ploy was to shift the guilt on to the victim. Another was to suggest that it happened often - "fancy a punchbag complaining about being used as a punchbag?"

Teachers wanted support from their employers. They were not Aunt Sallyes. "We know perfectly well the figures about assaults on teachers. But we maintain these assaults are increasing, not diminishing. We unearthed attitudes that teachers have forfeited full legal protection in cases of assault just because they are teachers."

Mr Lawrence Norcross, also Inner London, pointed out that extensive media coverage of a recent case of assault on a teacher had followed not from the assault but from the remarks of a stipendiary magistrate.

"Many cases of assault on teachers are never reported at all, far less taken to court because of the bad publicity. A statutory obligation should be laid upon heads to report all cases of assault on members of their staffs."

"Local authorities should be required to investigate and institute proceedings where a case is likely to succeed in law and magistrates should be encouraged to impose salutary sentences."

Mr John Taylor, Manchester's senior inspector of secondary schools, later described the attempted rape case as a "one-off occurrence" and said that Mr Lowrey's other claims went "over the top."

"In primary schools, the number of assaults by pupils on teachers could not be counted on the fingers of one hand because there are so few," he said.

In secondary schools there had been a slight increase during the last two years, but the picture had not changed substantially.

Mr Taylor said there had been about 30 real cases of assault over the last year throughout the city.

"Such cases do give us cause for concern and the authority needs to look at them very carefully, but there are no cases where mobs are roaming the corridors," he said.

"The picture across the authority is not one of violence and there are no more cases here than anywhere else in the country," he said.

## Bert Lodge reports In Brief

### Low-spending council name

A delegate from Lincolnshire fully proposed a motion condemning the practice of employing paid and retired teachers as part-time classroom helpers at a high school.

He told of one case of a teacher who was returning to her old school for two or three days a week to take small groups. In another school the head arranged a voluntary system of people who are painfully aware of the eyes of the public, teachers have taken a headlong dive down the greasy pole of professional life.

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### Recruitment deal to end

Delegates voted in a private session to end their present agreement with the lecturers' union, NATFHE, on recruiting in the FE sector.

The main argument was that new approaches to the education and training of the 16-19 age group were blurring the traditional demarcation lines and the NAS/UWT should be free to attract teachers working in that sector.

The agreement dates back to the 1960s before both unions had experienced mergers. It was made between the National Association of Schoolmasters and the Association of Teachers in Technical Institutions before the latter took in the Association of Teachers in Colleges and Departments of Education.

In principle the NAS/UWT has recognized that NATFHE has a majority interest in further education but, being opposed to the closed shop, has allowed any of its members moving to FE to transfer if they wished. On the other hand, delegates complained, anybody in FE wanting to move from NATFHE to the NAS/UWT would find the lecturers' union raising obstacles. Strong personal reasons were demanded.

The teachers' union currently has about 2,000 members in FE and about 12,000 part-timers in adult education. About 60,000 of the 73,000 members of NATFHE are in further education.

Mr Jim Richardson, last year's president of NATFHE, said this week that he hoped the union's decision would not lead to competitive recruiting. "After all, being both in the TUC we are still bound by the Bridlington agreement."

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### Policy making

Delegates voted for assistant teachers to have more say in policy and decision-making in schools.

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Delegates pledged their opposition to assessing pupils by profile reports until extra staff and in-service training courses were provided to do the job properly.

Mr John Etheridge said pupil file reporting might be a valuable innovation or it might be a waste of time but it was certainly very time-consuming.

Mr Hargreaves, Wrekin, said he knew of a case where the complete profile was too long for the employer to read so a summary had to be written for his convenience.

Mr Fred Kane, Northern Ireland, said: "Corporal punishment is being banned on an ad hoc basis and this will occur more and more. Maybe it will be banned by legislation in the near future."

Acceptable alternatives might include extra staff, referral systems, special units, even suspension with possible financial penalties for parents.

A further amendment that would have recognized that corporal punishment was "not always the first and most appropriate way of dealing with school disruption" was defeated.

Mr Leslie Summers, Kent, was worried that the main motion looked different from what the union had intended.

Mr Francis condemned the narrow vocational remit of "NTI" and said teachers and local education authorities should be consulted about the education and training to be offered.

But Mr Len Cooper of the national executive warned that teachers were being "over-ambitious" in demanding a major stake in NTI.

"Our record with the under-16s does not always inspire confidence. Many youngsters leaving school would not joyously welcome the prospect of coming back in a couple of months time."

The conference overwhelmingly passed a resolution expressing "serious concern" with the present "haphazard" system, and it called for a complete reorganization to ensure that schools "continue to have a major share" in educational provision.

The teachers also want mandatory educational allowances for all young people over 16 studying

Practically every dispute, be it break duties or bus supervision, has its origin in this legal obligation. "What is more it has become a parents' charter for them to abrogate all responsibilities for the behaviour and attitudes of their children between 8.30am and 4.30pm. It has become acceptable to pass over parental duties to the teacher."

"I have lost count of the number of parents who have said 'We can't do anything with him' and imply I should be able to."

In France parents of misbehaving children could have their family allowances stopped. "Our EEC colleagues don't suffer from this so-called duty. They don't need to give up their breaks or cover for absent colleagues. They enjoy a level of respect as professionals which English teachers can only dream about."

"By accepting child-minding tasks we have debased our role as professional instructors."

Mrs Kate Rennie, seconding, said that while local authorities were burdening teachers with more and more obligations they were taking away the sanctions of teachers' discipline (Derbyshire education authority) recently decided to ban the cane.

"Parents can hide behind *in loco parentis*. It's time they assumed more legal responsibility for their children."

# NAS/UWT conference

## All in favour of a fair whack say 'aye'

Corporal punishment and teachers' wages were two subjects thoroughly flogged at Blackpool. Nick Wood reports on his first encounter with the NAS/UWT.

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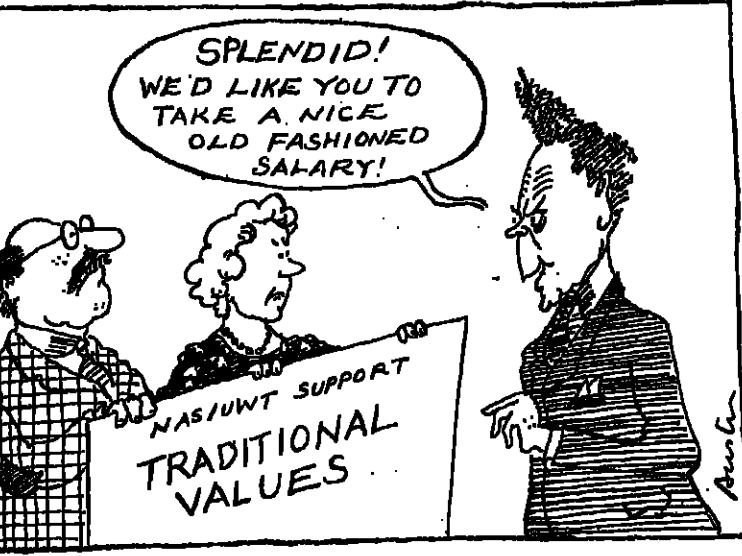
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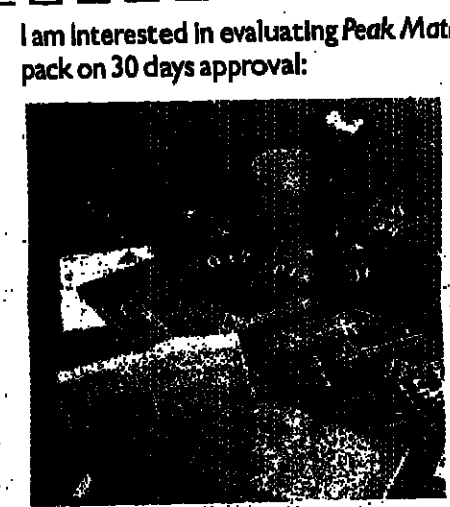
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### Sandra Hempel reports from the Dyslexia Institute conference Dyslexics must be spotted long before going to school

A description of dyslexia as a reading difficulty was "arrant nonsense", Dr Harry Chasty, director of studies of the Dyslexia Institute, told a conference in Egham, Surrey, last week. Dyslexia was an organizing difficulty, Dr Chasty said, which affected short-term memory, laterality and perception. It was usually congenital but sometimes acquired. The child had no structure upon which to base his learning and development and the teacher had to build that structure for the child, brick by brick. Dyslexic children had to be identified long before they went to school, but identification meant labels and this was an area of great controversy, said Dr Chasty.

Dr Chasty was "not very happy" with the Warnock report's recommendation of a move away from labelling particular difficulties because, while it was a good theory, what happened in practice in a class of 20, 30 or even 40 children? Would each child get one minute of the teacher's time during the lesson? The best way to begin assessing the child was to talk to his parents about his early development. How early did he learn to crawl and walk? Was he clumsy and uncoordinated? Usually the parent said the child was perfectly normal until he went to school and the teacher said the child would be fine if it were not for his fussy mother.

### Fear stops pupils writing

Dyslexic children often give up writing altogether or, if they could write, fail to understand the question asked of them.

Mrs Barbara Foster, principal teacher of the Staines Dyslexic Institute Unit, told the conference that those who had given up writing were afraid of looking foolish.

They had realized that the less they wrote, the fewer mistakes they made and the fewer corrections they had to do - a sort of "can't write, won't write".

The aim with these children should be to give them confidence and to persuade them that they had something to say which was worth putting down.

Pupils were told to check their work before handing it in, but the dyslexic pupil found it difficult to see his mistakes. Teachers tended to become exasperated when a child misspelt a word after having spelled it correctly in the same piece of work but this occurred frequently with dyslexics.

Mrs Foster used a marking system of ticking correct lines instead of writing.

marking mistakes in red. Then the child could see how much he had got right. "Spelling, after all is not the be-all and end-all of this life."

"All that most children really want is to please you," Mrs Foster said. Teachers should try to let them know exactly what they were required to do. It was useful, for example, to set exercises where the child had to complete a sentence that the teacher had begun for him. Because dyslexics got tenses confused, it was very helpful to include clue words like "today", "yesterday", "now".

Children could start on essay work by being asked to tell a simple story in six sentences. They should be shown how to make a plan with the subject of the essay written in the centre and what the child had identified as the key words arranged around the subject.

"Dyslexics do not think in straight lines so how can they plan an essay with a beginning, middle and end?" In this way the child was given a framework so that he felt more comfortable and had the confidence to write.

### Protective parents defended

Parents of dyslexic children were often regarded by teachers as over-protective and over-anxious, Mrs Margaret Combley, principal teacher at the Sheffield Dyslexic Institute unit, told the conference.

Mrs Combley, who has a dyslexic child, said: "But if parents are protective it is because the children need protecting. And if you are anxious it is because you would be a fool not to be."

Most infant teachers could look round their classrooms and pick out the children who were most likely to be dyslexic, Mrs Combley said. "They can say: 'That one, that one and that one has got problems'. You do not need sophisticated tests. All you need to do is to ask a skilled teacher. We do not, therefore, have any excuse for doing nothing."

Schools were abdicating their responsibilities towards these children if they ignored the problem until the child developed asthma or began bed-wetting.

Nine was the latest age at which help should begin. By the time the child was nine, parents would find schools more ready to agree that there might be problems and that things might not sort themselves out if the child were left alone.

It was vital that a child was not allowed to lose confidence at school. If he was faced with an obdurate teacher who said he was idle and did not try, then "cheating sometimes worked wonders", Mrs Combley said. "I have resorted to forging my son's homework in desperation, because when the downward spiral sets in you have to do something."

### Exams not reflecting ability

The dyslexic was severely handicapped on the path to exams, Mrs Jo Marty, a teacher and administrative secretary of the Sutton Coldfield Dyslexic Institute, told the conference.

Dyslexic children of high ability were unable to provide written work to demonstrate their ability. Examination boards would sometimes give special concessions to handicapped candidates, Mrs Marty said. These included sympathetic marking, extra time and the right to type or tape answers.

However, some boards would then endorse the certificate issued. "I do not know what universities or employers would make of an endorsed certificate and in my experience candidates prefer not to opt for this," she added.

Parents and teachers should look carefully at the courses the dyslexic pupil was taking as soon as he entered secondary school.

Examination boards published details of syllabuses, types of questions and marking systems but this information seldom got passed onto the students. In most subjects there was a core syllabus that each candidate needed to know. The dyslexic had to find out what this basic stock of information was because he could not cope with a load of irrelevant matter.

A dyslexic could not be expected to sit down with a book, for example, and extract information. He did not have the organization skills and could not find his way around chapter headings, indices or introductions.

Some subjects were easier than others for dyslexics. German and Spanish were usually simpler to learn than French. Some technological subjects were suitable but not if the candidate became clumsy. In the stress of the exam, a science subject where 25 per cent of the marks were given for a project done and written up in advance of the exam was obviously of interest.



Great Gidding head Ian Whittington directs his crew on a flight of fancy.

### Captain Whittington's flying school

by Virginia Makins

"Electrical master - ON. ILS - ON. Brake - ON. Throttle to maximum. Flaps set down. Ground control, PLEASE press the button down when you're talking to us. Permission to taxi?" The Great Gidding primary school Learjet, Charles Sierra, is about to take to the air. Great Gidding is a village school, with 72 children. Mr Ian Whittington, the teaching head, has gradually developed the flight simulator in his classroom over the past six years. The latest refinement is radar (simulated on a computer) so ground controllers have the option of talking pilots down on an instruments landing.

It all feels real in the hardboard cockpit, lit only by two lights, one over the navigator's map and the other over the instruments. The flight plan is carefully worked out - radio frequencies needed for different airports, time on different head-

ings, fuel consumption (involving extensive use of the seven times table). The compass turns when the pilot changes direction. A timer licks away the seconds, so the navigator can work out accurate positions. If the flight crew are too relaxed, ground control may divert them to another airport, demanding rapid calculations about fuel consumption and quick work on the map with protractors to find the right bearings.

Pilots are required to pass a stiff written test before they take to the air. "Your navigator informs you that you can land at another airfield in 14 minutes. (A) How far is it to the airfield? (B) You have 112 litres of fuel. How much will be left when you land? (C) If your undercarriage could not be lowered, how much longer could you remain in the air?"

The test includes a geography section, identifying towns and rivers round Britain and Europe, and

marking them on maps. There is an aviation section, with questions about asymmetric thrust, clearance, and the principles of jet engines.

Provided a child secures a passable grade on the test, he or she can work up to a full airline licence, flying all round Europe. Politics come in as well as geography: their maps tell them, for example, that "aircraft infrequently non-free airspace will be found without warning."

Children who cannot cope with the pilot's test can become ground controllers or engineers, troubleshooting when the simulator develops faults, and reading circuit diagrams to do so. An experienced junior pilot said he never got tired of flying. It was only boring bit, he said, was to write up the log book afterwards.

### Tough line taken for no cover policy

In what must have ranked as 20 of the most radical minutes in the history of the National Union of Teachers, delegates to this year's annual conference first declared that teachers should not be required to cover for any absent colleagues - and then went on to vote in favour of campaigning to abolish corporal punishment.

The first of these decisions rather than the second (which gained the union immediate publicity) is likely to have a more profound effect on the classroom in a year when thousands of teachers' jobs are going to disappear.

How union members interpret the new policy will determine its effect, but if no doubt represents a tougher line on "no cover" action than was union policy before Scarborough's debate.

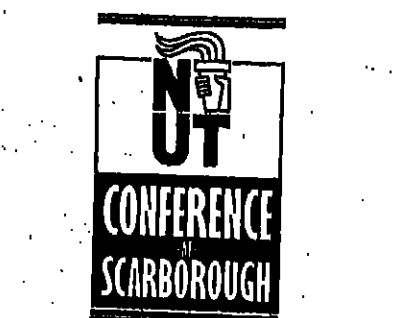
Mr Mike Morris, from Birmingham, proposing the motion, said: "It is a professional act on the part of teachers not to cover - particularly in these times of cut-throat competition."

It is totally anti-educational to cover because surely there is no one who really believes that when cover takes place, education also takes place. It is baby-sitting of the worst order.

Such a move would increase immensely the possibilities of teachers' employment. The motion argued that enough teachers should be employed to provide adequate cover.

Having galloped through this debate, delegates considered and passed a motion calling on the union to campaign for the abolition of corporal punishment - which just squeezed through the conference in its dying minutes.

Mr John Gunner, from Winchester, proposing the move said: "We do feel it is time for this union to give a lead in this very important matter and say without equivocation



### Richard Garner's concluding report

that corporal punishment in our schools is an anachronism." It was "ineffective", he said: "It is admitting our failure. Its abolition is long overdue." He added that Poland had abolished it in 1983.

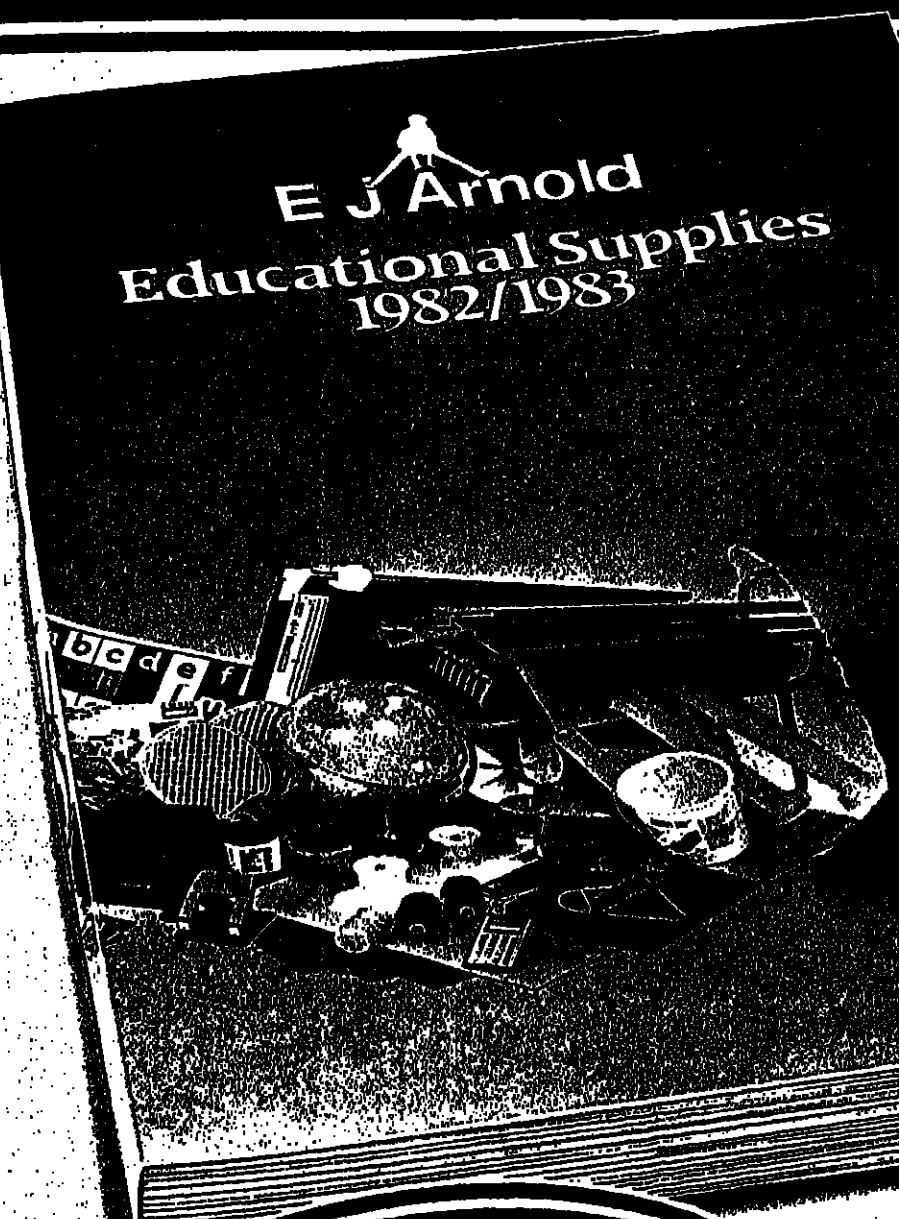
The move was opposed by the union's executive for whom Mr Peter Griffin, the union's junior vice-president, said: "To pass this motion as it stands is to leave a very substantial number of your colleagues without the proper support of the union to obtain for them the kind of resources and more acceptable sanctions they need."

"You are abdicating your responsibility if you go just for the principle and not for the resources." Previously, the union's policy had been to leave the question of corporal punishment to the individual consciences of teachers.

Certainly delegates left Scarborough with the feeling that the Left - and, in particular, the Socialist Teachers' Alliance, which increased its membership by more than 50 as a result of the conference - had gained considerable ground. STA members come largely from the left of the Labour party.

If the vote on corporal punishment was "historic", it had been preceded less than 24 hours earlier by another

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# School to work

Edited by Mark Jackson

## Large firms shoulder responsibility for training the young unemployed

Britain's big national companies are showing a new readiness to shoulder responsibility for training the young unemployed. Their enthusiasm for current attempts to improve the Youth Opportunities Programme is encouraging hopes that they will become the backbone of the training scheme for all school leavers which the Manpower Services Commission wants to bring in next year.

Many of the companies have already signed up to provide the new-style one year traineeships for YOP youngsters which are the model for the mixture of work, training, and education to be offered under the scheme the commission is planning.

At its monthly meeting on Tuesday (the 100th since it was set up in 1973) the commission is expected formally to recommend the new scheme to the Employment Secretary.

Mr David Young, the chairman just appointed by the Government, says he is wholeheartedly behind the objectives of the scheme. Meanwhile, the commission is trying to get 102,000 of the traineeships established this year within the existing Youth Opportunities Programme.

About half of the traineeships will be with employers and the rest in community projects or training workshops mainly run by local authorities or voluntary organizations.

Until now, officials have thought that employers would be offering two different kinds of traineeship: one in which the existing YOP work experience is "enhanced" by adding specific training and further education, and the other a new programme based on a work skills course with work experience and education added. But they now realize that the distinction is largely artificial.

Nobody knows how many of the new traineeships have been created so far because the MSC's regional teams have been left to negotiate independently with local employers. But the commission's headquarters staff, who are dealing directly with some of the big national companies, have themselves already fixed around 2,000 places, and it is thought that the total of new-style traineeships of all kinds has now reached about 10,000.

Among the companies involved is



Brian Dove, aged 16, hopes to get a job as a plumber at the end of his workshop training at Ford's Dagenham plant.

Cadbury-Schweppes, which is hoping to take up to 1,000 trainees - compared with the 250 being discussed with British Rail, and 60 to 100 with the National Westminster bank. The National Coal Board and the BBC are also offering to take trainees - not as coalface workers or newsreaders, but mainly in office work.

Ford is providing a rather different kind of traineeship: the company has set up training workshops at Dagenham, Liverpool, and Swansea in which youngsters actually make wooden go-karts for sale, learning carpentry and simple engineering, but also get a general training in car maintenance and the operation of modern machinery.

Commission officials say that most of the companies are showing a great determination to provide serious training - and a strong sense of responsibility. Many are turning down offers by the commission to pay the administrative costs, and are seconding their own managers and super-

## Bosses satisfied with teenage staff

Four out of five employers say they are satisfied with the work of young people. And few of them complain about either their cost or the effects of legislation and union attitudes on their terms of employment.

These are two of the findings of a survey involving 259 firms in Macclesfield and Halton.

Cheshire County Council researchers and the county's careers service asked the employers what could be done to improve employment prospects for school leavers. Two-thirds of the firms gave their volume of business as a condition for being included in the survey. In 10 considered either technological change or legislation played major parts.

More than half the firms had recruited young people during the past two years. Three-quarters of the under-20s were with large employers, and growing organizations tended to have three times the average proportion of young people.

A third of the firms had used Youth Opportunities Programme youngsters, and four out of five of these companies claimed that it had not been at the expense of permanent jobs. One in 10 of the firms said that the programme had reduced the number of jobs, but as many thought it had increased them.

The survey says that a major effect of YOP has been to show employers that young people can do jobs which had been thought beyond them.

The employers were particularly satisfied with the ability of higher grade non-manual and skilled manual applicants. Any criticisms were mainly about numerical and general educational ability.

Costs of employing young people aroused little comment except in relation to skilled manual jobs, where wages and training costs produced slightly more criticism than favourable comment.

The survey team concludes that if the economy improves, nearly half the employers will recruit more youngsters, in particular the medium and large manufacturers. But if there is any further deterioration in the economy, only 3 per cent of the firms surveyed will increase recruitment, and 45 per cent are likely to take on fewer youngsters.

Some employers suggested that schools and the local authorities could help better youngsters' job prospects by improving their standards and telling employers more about them.

They said that schools needed to provide better general education and communication skills, especially for non-manual occupations and to try to improve the motivation of youngsters going after unskilled manual work.

Only a fifth of the employers had links with the schools and only a third had contacts with the careers service; nearly half the employers wanted closer links with education.

Despite the lack of criticism over wage rates in general, one in four of

those companies who took on apprentices thought it would help wages and training costs were reduced. And the researchers warn that the employers think if the Government goes ahead with its New Training Initiative proposals to shift the cost of skills training to businesses, the part of apprentice training now funded through the Manpower Services Commission - they will train fewer youngsters.

The researchers comment that the Government needs to be alerted to this danger, and point out that while training is crucial, a trained labour force does not automatically create demand for itself, and that consideration will have to be given to the nature and costs of training for young people.

A campaign is currently being run by the Unemployment Unit, a new pressure group which has been set up to urge the Government to do more to help young people have priced themselves out of the market.

This week the unit issued a briefing paper "Youth wages and unemployment" which quoted, among other sources, Parliamentary research to show that young people's wages have been falling in relation to average rates.

Their argument is also largely endorsed by Sir Richard O'Brien, who has just been replaced as director of the Manpower Services Commission. He believes wages have had only a marginal effect, if any, on youth employment.

# College sport group is off and running

More than 20 principals of further education colleges turned up in Bath recently to cheer their teams in the national tournament of the British Association for Sport in Colleges, a two-day occasion involving 1,100 competitors.

Over 20 turned up, about 480 did not, Mr Cyclic may say. But how many of the principals watch the finals of the Universities' Athletic Union Championships? How many directors of British Polytechnics Sports Association major events?

It was by involving principals that the BACC, now four years old, got off its feet. The initial inspiration came from a principal, Howard Airedale and Wharfedale College, Leeds. Mr Clifford, secretary of the association and principal of East Devon FE college, was in Bath Leisure Centre as a volleyball finalist fought it out.

He approached the Association Principals of Colleges and the first organizing committee was composed of principals. For a start it gave the group some status - and some impetus towards the necessary financial help.

"We were concerned about the way in which recreational sports and sport were held in FE colleges. It has to have a different focus from what it has now. It's about participation we are after, not producing champions."

In four years, membership of BACC has risen to 300 colleges out of a possible 500. Some principals say they can't afford the £40 affiliation fee though their college budget is in the millions. Some authorities have not provided much in the way of facilities for physical education in their colleges. Yet this year more than 10,000 youngsters took part in the regional eliminators which culminated in the finals recently, the first time the tournament has been held



# SPORT

Edited by Bert Lodge

over two days.

The contested sports invite questions. No cricket, no rugby, soccer only five-a-side? "We're adding to them each year as we grow," Dixon says. Ten sports were competed in at Bath, badminton, basketball, cross country, hockey, netball, five-a-side and volleyball.

Not any old student at a FE college can take part. "All participants must be bona fide full-time or part-time students of the college they represent and must be under 19 years of age on the first of September of the current academic year."

The "part-time" category has to be carefully defined. "You could have a recreational class, say, in basketball, turning up three nights a week doing nothing but that and they would probably be the college team," Dixon points out. "So we have defined the part-time student as one who attends college for non-recreational studies for a normal college day

Competitors in the Leicestershire Badminton League warm up on one of the few international-standard courts in the country. The hall cost £115,000 under a joint venture by Leicestershire Badminton Association and the I.E.A.

(minimum of six hours) for a normal college year or equivalent, allowing for block release or sandwich courses."

One of the problems is the relatively short period for which a student is associated with a college. One year, and that applies to over half of all FE students, is not a long time in which to develop an esprit de corps, especially as the youngster who is any good may well be already a member of an outside club.

"We recognize that, and assume they will want to play for their club at weekends," Dixon concedes. "But we do provide an opportunity for participation in midweek."

In a couple of months he will be off to France and Germany to try and set up international links. Meanwhile more essential links are being sought at home without which any widely organized sport can hardly survive nowadays - sponsors. His own region, the south-west, benefited from £750 ("index-linked," Dixon adds appreciatively) from the Trustee Savings Bank this year. But if Crystal Palace in two years' time is to be followed by the Palais des Sports the year after index-linked thousands will be needed.

# Asian teenagers twice as likely to be jobless

Asian school leavers are twice as likely to be unemployed as white young people, according to the results of two surveys carried out in Bradford and published last week. Racial discrimination is the main cause, they say.

Only 28 per cent of the Asians were in full-time employment 12 months after leaving school in 1980; 41 per cent were on Work Experience Programmes.

"A staggering 72 per cent were thus without real jobs 12 months after leaving school, and the fact that they are now competing with the 1981 school leavers gives them even less chance of getting a job than they had 12 months ago," the authors say. "The reports are the result of a pilot

project sponsored by the EEC and the Department of Education and Science and based at Bradford College.

The reports also found that more than half the Asian young people graduated from the Youth Opportunities scheme into unemployment and only 38 per cent of Asian leavers have experienced any paid employment since leaving school 18 to 22 months ago. But, the surveys found them as well qualified as white young people.

Asian Youths in the Labour Market, Doug Jones and Mike Campbell, *The Labour Process in Bradford*, Ralph Fevre, EEC/DES Transition to Work Project, Bradford College, £1.50 each.

# ILEA preparing bilingual workcards for immigrants

A new teaching aid designed to help secondary school children who are starting to learn English was launched this week by the Inner London Education Authority and the Commission for Racial Equality.

Called *The World in a City*, it consists of 40 bilingual workcards and a teacher's book covering topics in history, geography and social sciences. It is also available in English and Spanish, Chinese, Greek, Turkish and Urdu will soon be available.

Mr John Wright, director of the project, explained this week that the cards should help pupils who face a "total learning freeze" for their first year or so in this country while they are getting to grips with the English language.

Mr Bev Woodroffe, ILEA's senior inspector for multi-cultural education, said his team of inspectors and advisers would be going into schools to evaluate the use of the workcards and they would also look at the possibilities of setting up in-service training courses to increase their use.

Schools and colleges inside ILEA can get further information from: ILEA Learning Materials Service, Highbury Station Road, London N1 1SB. Those outside the area should apply to the CRE, Elliot House, 10/12 Allington Street, SW1E 5EH.

*The World in a City*, published by ILEA Learning Materials Service in association with the CRE, price per £3 per pack.

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 Director G. E. Humphreys

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**W8 SCHOOL BASED/FOCUSED IN-SERVICE EDUCATION AND TRAINING (INSET)**  
 Director G. Warren

Ferryvale, Dyfed 12-17 July 1982  
**W1 CURRICULUM AND ORGANISATION OF PRIMARY SCHOOLS**  
 Director M. J. F. Wynn

Paris, France 8-17 September 1982  
**W5 THE TEACHING OF FRENCH LANGUAGE LITERATURE AND CULTURE IN THE SIXTH FORM**  
 Director W. E. Thomas  
 (Generous bursaries of up to 80% of total costs are available to successful applicants.)

Wrexham 13-16/17 September 1982  
**W7 DANCE IN EDUCATION**  
 Director Miss P. E. Nicholas

Llandrindod Wells 20-26 October 1982  
**W4 CURRICULUM AND ORGANISATION OF SECONDARY SCHOOLS**  
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## Working-class pupils lose out

BONN: West German children from working-class backgrounds still suffer serious educational disadvantage, according to a report commissioned by the Education Ministry in Bonn.

Almost two decades after the Brandt Government introduced reforms to open up higher education to working-class children, only one in 10 grammar school pupils and 14 per cent of university students have working-class parents, the report reveals. Young people who leave school without qualifications and fail to gain apprenticeships are also predominantly working-class.



Alarmed at the dismal failure to attain the Socialist goal of equal educational opportunity, Mr Bjorn Engholm, Education Minister, has stressed the urgent need for measures to boost the chances of working-class children.

But the reforms proposed in the new report seem unlikely to make much headway against the elitist, highly selective German educational system. The supportive rather than selective approach to education put forward by the report is completely at odds with the competitive ethos of German schools, where small children stagger home with piles of homework and every mark counts.

The present tripartite system militates heavily against working-class children, with secondary school selection usually taking place at 10, after four years' primary education. The three school types tend to reflect a strong class bias: middle-class children attend grammar or technical grammar school (*Gymnasium* or *Realschule*), while the secondary modern schools (*Hauptschulen*) have mainly working-class pupils. Second-

ary modern schools provide no chance to take O levels and pupils leave school at 15.

It is dauntingly difficult to transfer from one type of school to another, even to take A levels (*Abitur*).

To combat such disadvantage, the report recommends that selection should be delayed until pupils are 12 and urges the expansion of the comprehensive school system in Germany.

However, the outlook for comprehensive schools looks bleak. At present, only 3.5 per cent of German children attend comprehensive schools, which have only experimental status in most states controlled by the conservative Christian Democrat Party. Bavaria has only three comprehensive schools. After two years' wrangling, state education ministers recently failed to reach agreement on standardizing the *Abitur* examination in the controversial schools. Some Christian Democrat states still refuse to recognize a comprehensive school *abitur*.

Yet the grammar school system, particular, discriminates against working-class children. Two conditions for success at grammar are parental help with homework and private coaching, both of which working-class parents are often unable to provide. When grammar school places are allocated, parents' willingness to pay for extra coaching is an important consideration. In a child falls behind the rest of the class, middle-class parents are able to pay for extra coaching and the pupil does not have to repeat school year.

These forms of disadvantage do not exist at comprehensive schools where teachers supervise the homework every afternoon and child ever has to repeat a year.

The report criticizes rigid marks and assessment systems, an undervalued aspect of traditional man schools, suggesting that progress learning in groups is appropriate for working-class children.

Mr Engholm cites the hardship in working-class families as a further cause of underachievement. He has condemned as "disaster" plans by the Christian Democrat states to slash children's grants by half. About 60 per cent of children who receive grants which enable them to stay at school come from working-class homes.

But the report has nothing to say about the 1.3m most disadvantaged working-class pupils in many, the children of migrant workers (*Gastarbeiter*), 60 per cent of whom leave school with no qualifications.

## Australia / Bill Purvis

### Staff advertise services

SYDNEY: Teachers in New South Wales are planning a \$1m advertising campaign to improve the image of public education.

The campaign, which is being organized by the New South Wales Teachers' Federation, will be partly funded by a levy on members.

A spokesman for the federation, Mr John Poulos, said he expected the levy to earn \$500,000, with the federation contributing the same amount from annual dues.

He said the multi-media campaign, beginning in May, would highlight the problems of public education.

"We've failed to achieve any breakthroughs from the state and federal governments on our just claims," he said. "And we're sick of sustained attacks by uninformed critics despite improved literacy and numeracy in government schools."

"We will fight these attacks on public education through this campaign rather than take industrial action," he said.

Mr Poulos said independent research showed standards in government schools had improved.

## New Zealand / Lindsay Hips

### Attack on universities

WELLINGTON: University lecturers are springing to the defence of a research report following an attack by Mr Robert Muldoon, the Minister, that many research projects are of doubtful value.

Mr Muldoon's comments came the same month as an announcement that government expenditure on 3 per cent across the board would not be enough to achieve earlier cost-saving targets and now go as high as 8.5 per cent or about \$2,900m (£390m).

Universities have already borne the brunt of earlier education cuts and are nervous about where Mr Muldoon's renewed interest in their activities is leading.

The Prime Minister has also questioned the value of some university lecturers, after learning, he said, that some were locked in effective lifetime contracts, when the subject they taught was no longer in demand.

Questioning the Prime Minister's interpretation of relevance in both research and teaching, the Association of University Teachers, said many subjects were of value over and above any considerations of immediate commercial gain.

Research remained an integral cornerstone of the New Zealand university system with the only institutions carrying out the only institutions carrying out basic and fundamental research. Such a wide range of disciplines, said research underpinned whole areas of national life, whether in agriculture, industry, commerce, medicine, science or the arts, said the AUT.

## Attending to truancy

SYDNEY: A report on chronic truants in Australia has revealed that most have low self-esteem, lack friends their own age and come from broken homes.

Academically they are generally under-achievers, although only a small percentage are of low intelligence.

The report was prepared by the welfare agency of the Anglican Home Mission, which runs a day school for chronic truants in Sydney called the Care Force Learning Centre.

Although only 31 truants between the ages of 11 and 15 were studied, the authors of the report regard the group as typical. Contrary to expectations, most of the children were found to be quite well-behaved at school.

"Almost all the well-behaved truants seemed to be withdrawing from a socio-educational system of which they were afraid," the report said.

"They could not stand up for themselves, resolve conflicts, join

class discussions or initiate activities. They talked of school being too big and of being picked on by other children or teachers."

"They had not asked for help with work out of fear of being shamed, because they could not successfully compete with the more confident requests from other children."

The report recommends that no child be placed in an institution for truancy, that a range of alternative day education programmes be developed to replace legal proceedings and that the government commission major research into truancy.

The report says that once at the learning centre, the truants relaxed, mixed comfortably, were able to ask for help and, academically, "achieved incredibly well".

More than 80 per cent attended the learning centre between 90 and 100 per cent of the time.

In the previous term, a third had not been to the school at all and none had attended more than 70 per cent of the time.

## Tanzania / Irungu Ndhirangu

### Overhaul of Tanzanian system proposed

NAIROBI: The Presidential Education Review Commission has called for a complete overhaul of Tanzania's education system in the next 20 years.

It has also proposed changes which appear to conflict with the Government's Socialist ideals.

The commission proposes:

- Six years of primary education.
- A three-stage secondary education system leading to O and A levels.
- Three years of university education.

The commission, which was led by a Cabinet Minister, Jackson Makweta, advised that the rule requiring students to spend two years working between school and university should be scrapped.

It concluded that the University of Dar es Salaam should have an enrolment of not less than 10,000 students instead of the current 2,000.

To ease the burden on Government finances, the commission recommended that all students should pay for their stationary, boarding, food and travel expenses.

Those university students who could not meet these expenses should receive loans from the state.

## Strong opposition to tax relief on private school fees

WASHINGTON: President Reagan will have to overcome formidable opposition in Congress and the country before he can implement his controversial proposal to give income tax relief to parents who send their children to private schools.

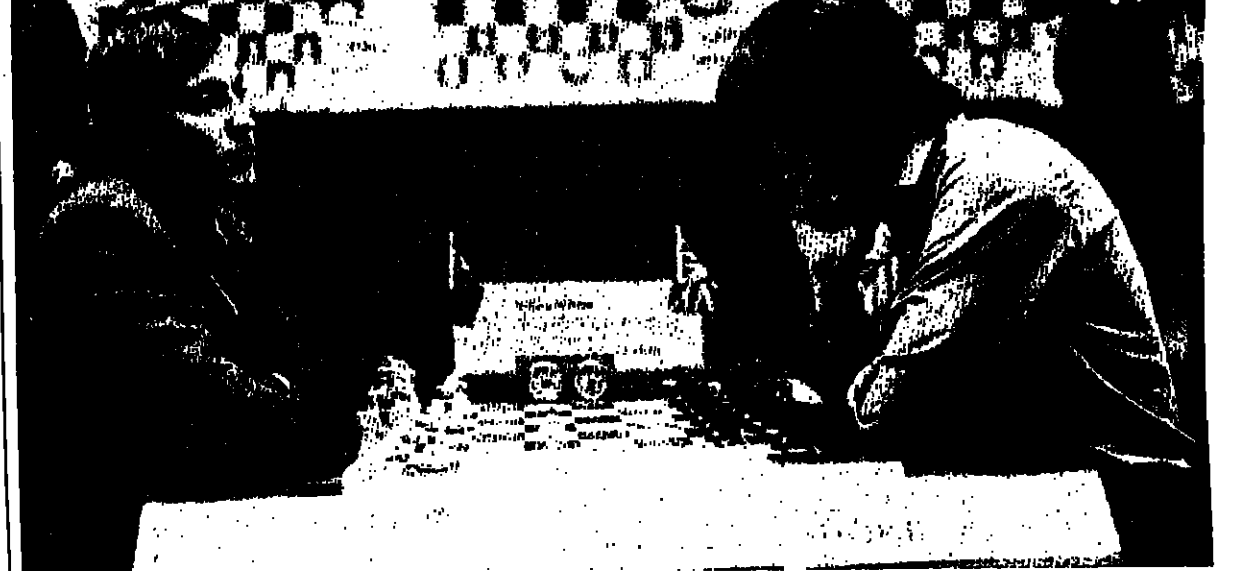
The President was given a standing ovation when he outlined the proposal in Chicago last week at a meeting of the National Catholic Educational Association. But leading Congressmen said they doubted whether the proposal would be approved by Congress while Government spending deficits were high and funds for public education were being sharply reduced.

Under the scheme, parents would be given federal income tax relief equivalent to half the cost of tuition fees for each child at a private school. Families with incomes below \$30,000 (£27,650) would receive a maximum of \$500 for each child and families earning under \$75,000 would be given partial relief.

President Reagan, who committed himself to tuition tax credits during his election campaign, last week denied charges that the scheme would widen the gap between an affluent private schools sector and an impoverished system of public education. He said the measure would help public education by exposing it to more competition from private schools.

"I do not seek to aid the rich, but those lower and middle income taxpayers who are most strapped by inflation, oppressive taxation and the recession that grips us all," he said. "I would like to think that we are offering help to the inner-city child who faces a world of drugs and crime, the child with special needs and to families who still believe the Lord's Prayer will do them less harm in the schoolroom than good."

But the plan will encounter vigorous opposition on constitutional and financial as well as educational grounds.



Britain's 16-year-old chess prodigy, Nigel Short, forced a draw with world champion Anatoly Karpov at the Phillips and Drew international tournament in London on Friday.

## Soviet Union / John Dunstan

### Chess moves into the primary timetable

A campaign is under way in the Soviet Union to introduce chess into the primary stage of the school timetable.

Chess is the top intellectual pastime in the USSR and the third most popular sport after football and hockey. Now the Ministry of Education has issued a syllabus for chess clubs in schools.

The keener youngsters enrol in more systematic part-time activities at sports schools and really gifted young players attend two top schools in Moscow and Leningrad.

Chess enthusiasts are now calling for the game to be taught in school on a more organized basis from an early age.

So far, the teaching of chess has been on a local basis and experimental. Since 1970 there has been a system of chess education at School No 11, Leningrad. At this school, chess appears on the timetable of the primary classes (the first three years, with seven-plus entry) and after that it can be taken as an option. Budding champions may transfer here from other schools.

The new interest in chess as a school subject can be seen as part of a recent renewal of emphasis on character education. Chess is considered not only to have a positive influence on performance in maths, and subsequently physics, but also to make children more serious about their school work generally. As well as training them to think logically, it demands discipline and perseverance.

As the teachers' newspaper recently said, however, there are problems to overcome. Not enough teachers play chess. The Ministry of Education syllabus for school clubs is also seen as too difficult for seven-year-olds.

## Ten Polish pupils have been accused of planning a bizarre raid on an internment camp

A group of 10 Polish schoolchildren identified only by Christian names - Marek, Tomasz, Robert, Andrzej, Jozef, Krystyn, Agnieszka, Anna and Stanislaw - have been accused of planning a raid on the Bialoleka internment camp near Warsaw.

According to the Warsaw newspaper *Przedludzie*, the 10 activists, all senior pupils, had called themselves the "Armed Forces of Underground Poland". They had allegedly intended to disarm soldiers and policemen, and to liberate internees from Bialoleka.

The children, who are awaiting trial, were also said to have compiled lists of party, police and security service functionaries who had collaborated with the military regime.

Although the press report of the case has been slanted that does not mean it is a total fabrication. Young people in Poland, especially those who belonged to the now banned "Federation of School Youth", which was organized under the auspices of Solidarity in September 1981, are growing increasingly dissatisfied with Solidarity's policy of passive resistance and the Church's insistence that bloodshed should be avoided.

To defuse this situation Zbigniew Bujak, the head of Solidarity's Mazowsze (Warsaw and home counties) region, has called on "all those circles which have the trust of the community" to provide a moral lead to young people.

It is the young people, says Bujak, who feel most strongly the "violation of the community" by martial law. Young workers, students, and school children, he says, have been "aroused and driven forward by the will to act and are spontaneously organizing themselves".

He urges the formation of reading circles, clandestine study syllabuses in Polish history, culture and literature, and discussion groups - all activities which are banned under the martial law regulations.

## Underground group arrested

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## Sri Lanka / D. B. Udalagama

### £3m boost for the polys

COLOMBO: The Sri Lanka government has decided to invest about £3m on developing technical education over the next four years.

According to officials, only 2.5 per cent of the money to be spent on higher education has been used for technical education up to now. The result has been that technical schools have lagged behind the universities in general.

Because of the low priority given to technical education, 21 polytechnics and 100 technical institutions set up after 1970 are badly equipped.

# Travel

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# Letters

## Plowden: parents' role in pre-school provision

Sir - I hope that Lady Plowden's second thoughts about pre-school education (TES, April 2) are not used hastily in decisions about nursery school provision. The issues raised require careful thought.

Her main point appears to be that, having been much impressed in the last decade by parent management and the development of parental skill and confidence in playgroup provision, she wishes to promote further growth in these directions. This is admirable, but it does not logically follow that extension of the playgroup movement will achieve these ends, nor that it should be advocated at the expense of nursery education. Let me expand.

The parental qualities and the local conditions that enabled the expansion of playgroup provision probably do not generalize to all parents and all localities. They may even be relatively sparse or absent in precisely those localities where pre-school education and fostering parental skill are most needed. If development is valued, provision should not be left to chance. Nor should it be left to exploited labour. However much mothers wish to be involved in provision for pre-school children, their labour in this area serves the nation just as much as that of paid teachers and nursery nurses. Like them they benefit from proper support and training. Should the pendulum now swing from i.e.a. supported nursery schooling to relatively unsupported playgroups, then some mothers and children now, and many others in the future, are likely to be grossly disadvantaged, especially if employment prospects improve.

Moreover, the issues of parental confidence and involvement are not confined to pre-school education. They have been pressed seriously in the Taylor report and treated seriously by the European Court. Playgroups have helped to stress the concern, competence, and responsibility of parents, most of whom while bearing the brunt of child-rearing wish to work in partnership with teachers. Playgroups have shown where schools fall short, but Bruner's view that the transition from home to pre-school should not be marked by a handing over of control from parent to school is somewhat limited. The transition happens daily at all levels of schooling, and is a matter for deep concern. The issue raised by Lady Plowden is not one of playgroup versus nursery school provision.

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wondered why the country spends much money on training nursery infants teachers if in fact the qualifications needed are to be female and have given birth. This is a complete myth which I would like to see dispelled as quickly as possible. It is indeed in both the PPA and i.e.a.s' interests to tell us that they are so worthy that we must come in and help at the group two or three sessions each term. These mothers are in fact scripted free labour, but it sounds much better to say that the mothers are doing the mothering favour by making them feel we do genuinely enjoy helping at playgroup and these should be encouraged to do so but there should be no compulsion about helping. PPA do not want to help feel very poor two hours to themselves.

PPA should really feel it has succeeded when it can no longer see a nursery teacher in a school. Surely its main concern should be the provision of a stimulating environment extra to the home for school children. I believe this is provided by people who have been specifically trained for the job. There are so many things that can be done in the nursery class or school that cannot be done in the playgroup. The major difference is the parents and the fact that continuity is difficult to achieve in the church hall where everything must be done away at the end of each session. There can be no nursery table when the children can watch buds open in the spring or tadpoles develop in fridges. There can be no colour and articles of a specific colour and a complete display is achieved, not a table where the children can explore objects of interest.

I'm afraid I find it very difficult to believe that an untrained mother is as good at pre-school education as a teacher with three years' training. I agree that many do a very good job and, like the founder of PPA, do their vocation and go on and on properly, but the workers at PPA don't seem to be taken in by the argument that to work for nothing is good for the soul, so why should mothers of the under-fives?

I have. And I did it when the PPA, as it admitted last week thought it knew it all and would flatter to nothing from trained infants' teachers like myself. I have often

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## 16-plus: German approach better

Sir - It is with ample justification that George Walker ("16-plus: is it dressed to kill?" TES, April 2) asks the question: "Why are we so reluctant in this country... to trust the judgment, honesty and impartiality of our teachers?"

For many pupils and teachers, examination boards are such a remote concept that we frequently find ourselves bumping through an ill-defined laundry list of items loosely strung together and thereafter known under the misnomer of "syllabus". In order to reassure his pupils that they have a chance of passing the impending public examination, the anxious teacher frantically rummages through any past papers he can lay his hands on in his ardent attempt to read the minds of the examination board members setting the next paper.

Since taking up a teaching post in the Federal Republic of Germany last year, I have become even more aware of the farcical nature of the above outlined procedure so familiar to many teachers.

There is no doubt in my mind that the workload of a teacher in West Germany is far greater than that of his British counterpart. Examination boards do not exist here, so the setting and marking of all tests must be undertaken by the individual teachers for each subject, although there is a local committee to lay down broad guidelines as to what shall be taught.

Tests are set every few weeks, and a statement of the average mark per subject attained by each pupil is issued to parents bi-annually. There is absolutely no possibility of a teacher avoiding his school preparation because the system insists that every single teacher be capable, at any time, of giving an up-to-date progress report (usually orally) on any of his pupils.

The absence of examination boards to set and mark the tests has a positive effect on the pupils. They are much keener because they can appreciate the obvious rewards of exceeding the teacher with their own work; and they do not run the risk of finding themselves faced with a test paper comprising questions not

known rather than what they do not know" (Cockroft).

Secondly, mistrust of teacher-assessment is caused by an ignorance of moderation techniques. In the NREB, for example, Mode 3 moderators are trained on the previous year's Mode 1 papers, they agree or amend the grades suggested by the school and then are answerable to the school where their standards are confirmed or rejected by advisory panel members. The advisory panel is responsible for the standard of the grade at Mode 1, and so the circle is complete.

George Walker (TES, April 2) is absolutely correct when he says that "no examination system for schools will succeed unless it incorporates a large measure of involvement by the teacher".

I suggest that a 16-plus scheme that does not allow the possibility of 100 per cent teacher responsibility with appropriate moderation will be poorly received in schools.

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previously covered in lessons. They can easily check their progress - and frequently do! - by asking the teacher "wie steh' ich?" or "how am I doing?", and the embarrassing situation of the teacher whose pupil is expected to do well in a public examination and then for some reason fails, is avoided.

Obviously the German system is not flawless, and upholders of English tradition will gleefully remind me of the danger of a pupil being discriminated against by the prejudice of an individual teacher. But surely, we must simply trust our teachers to endeavour at all times to resist this temptation; indeed, the fact that this trust has so rarely been placed in teachers in Britain is yet another indication that teachers have never been accorded truly professional status in this country! (It is no accident that in Germany, as teachers are wholly responsible for the awarding of the school certificate, they are highly respected members of society and their professional status could hardly be exceeded - what a contrast to the miserable lot of their British counterparts!)

Despite the disadvantages of the German system, I would maintain that we could learn a great deal by looking more closely at it and, in certain aspects, modifying our own system along German lines.

SUSAN MYLES  
Düsseldorf  
West Germany

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Düsseldorf  
West Germany

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performed the task?

The APU perhaps, but certainly not a teaching force that has, over the years, allowed the exam boards to assume their position of power over all matters curricular - a teaching force that, if we may generalize from the particular and judge by responses to the questionnaire on the 16-plus questions issued by the southern examining group (one of the more enlightened sets of proposals), is not even bothered about making its feelings felt (average 13 per cent return). And, having done so, can, by a majority, support archaic assessment procedures (dictation, translation), be anti-teacher assessment (oral), ambivalent about other forms of testing (prose translation) and in favour of tests way beyond the reach of grade 67 candidates (writing in foreign language).

As Eric Hawkins pointed out (TES, February 2), we must review from the bottom up and not from the top down. We must review our aims and objectives, set up our curriculum and then the assessment procedures for satisfactory evaluation. We may well find that cognitive content is better evaluated by bodies other than GCSE boards, and that the affective is best judged by teachers themselves. It will take courage and persuasion, but it is for the schools to initiate.

I will be glad to see the demise of the 16-plus for the same reasons as George Walker, and, additionally, because it will guarantee the continued existence of Mode 3 schemes and graded testing for all of us who can and wish to stand outside of the present system as far as we dare. If language teachers are, to quote Eric Hawkins, "gardening in a gale", then so are those of us who believe George Walker's arguments, because the 16-plus will die, not for any valid reasons, but because most teachers cannot or do not want to change the present system. As in everything else, we get the examination system we deserve.

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# PRIVATE LIVES?

Should parents be allowed to see and challenge the information which schools keep on their children? Peter Newell looks at some consequences of the present system of secret records.

The systematic keeping of secret files, which starts the moment a child enters a state nursery school at three years old or even before, must contribute towards conditioning all of us to accept the oddly secretive habits of those in authority in education, both in institutions and a local and national government level.

The "secret files" issue first surfaced in the media during the mid-70s when a Campaign Against Secret Records on Schoolchildren was launched. In 1975 the Advisory Centre for Education (ACE) surveyed the record-keeping policies of local education authorities throughout Britain and their policy on confidentiality and access. The survey revealed the usual confusion of control in most local authorities: the whole matter is left to the discretion of the head teacher to keep whatever records he likes and show them to who ever seems appropriate. With very few exceptions, those authorities which did offer any central directives did so to stress the confidentiality of records.

A follow-up survey by ACE in 1978 showed that more than half the L.E.A.s offered no advice to heads whatsoever. For example: Salford - "The authority recognizes the professional responsibility and competence of head teachers in this matter"; Doncaster - "Schools are given no advice/instructions either to make records available to parents or to withhold them. This is regarded as a matter for the professional judgment of the head, as is also the question of informing parents of the existence of school records. It would, of course, be a naive parent who believed schools kept no records".



In a few authorities, there is a clear instruction that secrecy must prevail. Wirral - "Records cards are confidential and should not be shown to pupils, parents or unauthorized persons"; Bedfordshire - "The education committee have decided that record cards should be confidential within the Schools and Education Service". And the outer London borough of Harrow appears to win all prizes for the most comprehensively secretive policy.

Confidential information or reports or references given by other authorities, employers, agencies or departments should not be given by schools to a member of the teaching staff, non-teaching staff, pupil, parent or legal guardian concerned. Original and creative. Sometimes shows originality. Rarely shows originality. Unimaginative.

ments on pupils, teachers, or members of the non-teaching staff should not be shown to the person concerned although the head teacher may wish to discuss the report in general terms.

Head teachers should not be obliged to show their own reports of children's home circumstances, etc. to the pupil, parents or legal guardians concerned. This particular L.E.A. policy is interesting in that it brackets together school students and their families with teaching and non-teaching staff - all at the mercy of the professional judgment of heads and all those external agencies who are given access to records and references.

In a few authorities now, a two-tier system has been introduced, with some basic educational records made available to parents on demand, but any other records, reports or letters which may be accumulated still kept in closed files - closed, that is, to the students and parents concerned. For example: Croydon schools are advised to make the day-to-day educational working record of the pupil available to parents; "However, there is no access to confidential professional records from the helping agencies, such as, educational psychologist, child guidance, etc."; Leeds - "Schools are advised to make records and reports [on attainments and developments of pupils] available to parents, but it is left to the discretion of the head and staff whether or not they keep any records for their own information only".

Britain's largest L.E.A., the Inner London Education Authority, has introduced a new type of primary school record card which head teachers are instructed to make available to parents on request. But a question to the education officer from ACE revealed that heads are under no obligation whatsoever to make other records and reports available, nor even to tell parents of their existence.

So no local education authority in Britain instructs schools to allow parents, let alone students, access to all records and reports kept about them and their children. (Although in May 1981, Labour gained control of Derbyshire County Council, and part of their education manifesto was to make secret school records available to parents; consultations with teachers were to proceed during 1981). The amount and type of information kept in files, both at schools and L.E.A. offices (special education files are frequently kept at the offices) varies enormously. Some authorities issue standard folders, with detailed tables of personal characteristics for teachers to assess. An Essex County Council "character profile" (strictly confidential, for information of careers, service, colleges and potential employers) has spaces to tick under these headings:

Intelligent and quick to understand; Fairly intelligent; Rather slow to understand; Dull. Limited understanding. Original and creative. Sometimes shows originality. Rarely shows originality. Unimaginative. Always cooperative. Usually cooperative.



Sometimes uncooperative; Uncooperative. A very capable leader; Good leader: Usually follows; Always a follower. Highly adaptable; Reasonably adaptable; Unadaptable; Inflexible.

A parent was accidentally given access to one of these reports filled in on her son; she regarded the assessment as "totally irresponsible and thoughtless", as it was based on a period when her son was ill. When she took the matter up with the head, he replied in a letter: "I am sure you will appreciate that I am not in a position to discuss the content of a report which was issued under strict confidentiality".



Health authorities in several areas send a form to teachers to fill in on new school entrants - usually after one term. This includes such assessments as: is friendly towards other children; is friendly towards adults; is unusually quiet or withdrawn; has had tears on arrival at school, or has refused to come into the building; frequently fights with other children; does he appear neglected or unnaturally tidy? does he generally look unduly tired? does he dislike getting dirty?

Teachers are also asked whether there are other things about the child which they wish to discuss with the doctor and whether they want the parent to be present.

In Walsall, notes of guidance to teachers completing the primary/secondary transfer card are: "Personal Profile: Give brief comments on characteristics so as to construct a 'thumb-nail sketch' of the personality of the child. You may find it necessary to comment on all of the characteristics listed - dependability, honesty, sociability, initiative, powers of concentration, industry, etc. Home background: Information on parents/guardians (absence of?). Financial circumstances as they affect school life (school dress, maintenance grant); parental



contact and attitude to school. Is the child adopted, being fostered, in care?"

During a student's progress through school from nursery through secondary, folders are expanded to contain the most astonishing variety of bits of paper: basic educational reports, test results, transfer reports, psychological and medical assessments, notes from child guidance, education welfare, social services, advice notes from parents, press cuttings about the family, court reports and so on.

I have a number of London secondary school records (many of them containing records going back to students' first year at nursery school); there is no reason to believe the collection to be unrepresentative, and it contains a frightening variety of subjective judgments made by teachers, and retained in files which may be available to all sorts of outside agencies; at no point may the student or parent concerned check or challenge, or even know of the existence of the file.

Written under "special medical consultation" on cover of secondary school folder: "Father in prison unfortunately, X seems very easily distracted and lacks concentration understandably". Inside the same folder, in a letter from education welfare to the head: "The following is some information we have on this family. Mr X is in prison and help has been given with clothing".

Confidential primary report, filled in when a girl was eight, still in her secondary school folder when she was fifteen: "An emotionally disturbed girl. She is prone to sudden fits of screaming tantrums when annoyed or disturbed, reason or comfort only make her worse. Her temper can be uncontrolled, and her language, rudeness and attitude is distressing... A real 'Jackal [sic] and viper' personality... Stable home, endless amount of love and possibly psychiatric help".

Notification of decision of the Juvenile Court, sent to secondary school on a standard form: "Charge: stole child's cycle. Decision of court: case dismissed".

Letter from education welfare to secondary school at transfer age: "I fully realize that the child comes from a problem family, which has been well-known to the education welfare service since 1962... Psychologist's report in secondary school folder: "Mrs X is at present living on social security in rather poor housing. From time to time she has a co-habitee there, so the home situation is unstable".

Letter from education welfare to secondary head: "11-plus confidential: Mr X suffered from severe arthritis and has been unable to work for some time now. Mrs X suffers from mental illness from time to time. Primary record on eight-year-old, found in secondary folder seven years later: "Far too much pressure is put on X to look after younger brother and sister and she is frequently taken home for domestic reasons. Mother is unkind and always telling the children how she longs to return to her home in Germany". It is, of course, the families and children in



most difficulty with their lives, or at least their school lives, who accumulate the thickest folders. They are also the children most vulnerable to drastic professional action - transferring them to special schools or units, or bringing care proceedings to take them away from home.

In most cases the subjective judgments, the casual assessments, the mistakes and out-of-date information are never seen by those in a real position to challenge their accuracy. One Lancashire family, recently told by the education authority that their son should be transferred to a school for the educationally sub-normal (ESN), tried to obtain copies of the reports that formed the basis for the transfer proposal. They argued, after taking legal advice, that by refusing to allow them to see the reports, the L.E.A. were making it impossible for them as parents to fulfil their duty to see that their son is educated in accordance with his age, ability and aptitude (section 36 of the 1944 Act). They refused to take any further part in the assessment procedure unless the reports were made available. A reply from the specialist in community medicine (child health) to the area authority states baldly:

"You will not receive a copy of the doctor's report. You will not receive copies of the Observation Class and Educational Psychologist's reports from me - I am not authorized to send them to you. I consider that the Observation Class and Educational Psychologist's reports which were completed by highly qualified professional colleagues to be completely acceptable in every way."

The parents replied, asking who did have the authority to forward the reports to them: "Perhaps if you would be kind enough to inform us who is preventing you sending the reports, we would then know against whom to direct our claim that we are being prevented from fulfilling our statutory duty by not having access to these reports. Further, whilst we are forbidden access to our son's assessment reports, we shall not be presenting the child for any further assessment by your department; we also refuse permission for any examination in our absence on the grounds that we are being prevented from pursuing a statutory duty under Section 36 of the 1944 Act by not receiving copies of the reports... Finally, your blind faith in the professional performance of your colleagues who are not accountable in any real sense to the parents of the children whom they assess, neither are they accountable to the children, is rather disconcerting to say the least."



Most parents will not risk the possibility of stigmatization of their children by protesting in this way, so most such assessments go unchallenged, despite the often irreversible consequences for the children concerned of being labelled as sub-normal or maladjusted.

The article is an extract from a chapter in 'Consuming Secrets: How Official Secrecy Affects Everyday Life in Britain, a report for the National Consumer Council edited by Rosemary DeBorja and Martin Smith, and published this week by Burnett Books (£9.95).

# Celebrator of youth

Paul Goodman died ten years ago. Charles Hannam and Norman Stephenson assess his achievement



Paul Goodman's ideas which seemed both relevant and fashionable in the 1960s, have acquired a new urgency in the 1980s. Though unfashionable now, they have lost none of their relevance.

Goodman believed that society at large, and schools in particular, made poor provision for children and adolescents to grow up into competent and self-reliant citizens. He acknowledged that in many ways children were better off now than ever before: healthier, better fed, less cruelly treated, less sexually repressed. Yet in other ways they were more subject to exploitation, both by commercial interest and by an ideological conditioning he describes as "unusually swamping, systematic and thorough".

He was bitterly critical of the misuse of post-war affluence which led to the spread of consumerism, with its emphasis on the acquisition of material goods and its unscrupulous manipulation of fashion in entertainment and day-to-day living. This was not the envious protest of a Puritan who begrudged the young or their elders their pleasure; on the contrary, Goodman deplored the essential shabbiness of what was offered to them.

He celebrates the power, passion and grace of the young, and argues that it is the responsibility of the good society to provide for them generously and sympathetically. Indeed, he explains much of the juvenile delinquency which was already a focus of concern in the 1950s, as a kind of demand for a fair share of the satisfactions of modern society.

Goodman saw very clearly that much of the work available to young Americans had little intrinsic worth. It provided a wage but not much else. The built-in obsolescence of automobiles, for instance, did not offer opportunities to the young mechanic (who might be attracted to a job which was "both careful and dirty") to feel pride in his craftsmanship or ingenuity. Such jobs as there were allowed little room for the dignity which Goodman saw as essential to the development of the adolescent's self-respect.

He foresaw too that automation would bring about a massive increase in youth unemployment, and reduce even further young people's sense of belonging to a worthwhile community. How can the unemployed young feel any loyalty to a society which deprives them of the right to be responsible and productive? The relevance of this question could not be sharper. Youth unemployment is higher than ever before and the consequences for society are scarcely imaginable. Where will the energy of these future citizens be directed if not towards membership of a satisfying social order?

Goodman consistently criticised American schools for the way they subordinated the inner needs of children to the demands of a consumer economy. He deplored the trend towards standardised curricula and national testing characteristic of the 1950s. The shock of the Russian launching of Sputnik in 1957 had been used to justify an attack on "progressive" education and any kind of creative work in schools. There was an immense growth in the scope and power of educational administration: in Goodman's view bureaucracy in schools tended to obscure the reality of the encounter between teacher and student. In *The Community of Scholars* (1962) he writes: "The school system as a whole, with its increasingly set curriculum, stricter grading, incredible amounts of testing, is already a vast machine to shape acceptable responses. Programmed instruction closes the windows a little

tighter and it rigidifies the present departmentalisation and dogma. But worst of all, it tends to nullify the one lively virtue that any school does have, that it is a community of youth and of youth and adults."

In all his work Goodman attacked large institutions for their tendency to dehumanise, to subject their members to routines which became ends in themselves with little relevance to their declared purpose. He saw the American public schools as exemplars of what was wrong with society at large. A problem was identified - for instance, the need to compete with Russian technology - and a "solution" imposed from above, through what he called "an obnoxious warding off of confusion by methodical calculations that solve problems in the abstract, in high modern style."

Education for Goodman was essentially personal. It flourished only when the learner was free to work on his environment directly and according to his own needs. "Forceful, graceful and intelligent behaviour occurs only when there is an uncoerced and direct response to the social and physical environment." He believed that teachers could encourage such behaviour only if they avoided the coercion characteristic of most adult-child relationships in contemporary society.

His concept of childhood incorporated a respect for the right of children and adolescents to live as full members of society, without being exploited by reason of their relative lack of power. They were persons in their own right, as entitled to participation in their culture as anyone else. He deplored any institutional arrangement which diminished pupils' sense of themselves, their capacity to determine their own lives. Too often, he thought, schools were organised in ways which demanded that the young repress their expressiveness, their sexual awareness, their curiosity about the world of which they were part.

The consequence of this repression of vital aspects of themselves was boredom, the apathy all too familiar to teachers today. Apparent stupidity is also linked with boredom, for the pupil can't learn, or be intelligent about, what he is not interested in, particularly when his repressed thoughts and interests are elsewhere. The lack of candour between teachers and taught damages pupils of all abilities:

"Every kind of youth is hurt. The bright but unacademic can perform, but the performance is inauthentic and there is a pitiful loss of what they could be doing with intelligence, grace and force. The average are anxious. The slow are humiliated. But also the authentically scholarly are ruined. Bribed and pampered they forget the meaning of their gifts."

Goodman was a university teacher, an intellectual polymath (he wrote books on city planning, architecture, psychotherapy, language, as well as poetry and fiction), who was as concerned with the most academically gifted as with the least. He had high intellectual standards, and believed that all young people had the capacity and the right to think and to make judgments about the world they lived in. The failure of schools to stimulate pupils to engage in this pursuit led if not to apathy then to the destructive violence which was a prominent feature of many American public schools. What it did not lead he was the kind of informed criticism which Goodman passionately believed was one of the chief aims of education.

In his thinking he owed much to the pragmatic theories of John Dewey, his emphasis on learning by doing, on finding out for

yourself the things you need to know, on the teacher as enabler rather than infallible authority figure. He allied himself with the progressive movement in education, though he was well aware that the promised revolution had not really occurred.

Some of Dewey's ideas had been incorporated into the public schools, but many had been lost or compromised, used even to avert change rather than to bring it about. The project method, for example, which for Dewey stood for initiative, co-operation and intellectual excitement, became no more than copying exercises designed to control children rather than educate them.

Goodman was very aware of the dire consequences of this failure to bring about radical change: "... It is not with impunity that fundamental social changes fail to take place at the appropriate time: the following generations are embarrassed and confused by their lack... a compromised revolution tends to disrupt the tradition without achieving a new social balance."

Although committed to change Goodman retained a respect for what was good in the past. When in the 1960s Illich, Freire, Friedenberg and others proposed the programme for radical change which became the de-schooling movement, he was a natural ally. He was in sympathy with demands for decentralising education, reducing the power of the educational bureaucracy, freeing children and teachers to work together in less formal settings.

He had himself played an active part on school boards and parent-teacher associations and supported the setting up of "vest-pocket schools" in whatever locations were convenient. His own daughter attended the First Street Free School in New York, where the emphasis was on educating children through the resources of the local community. Children would learn to engage in activities related to their own environment, acquiring the skills and understanding to survive where they were, as well as becoming aware of the wider society.

As a New Yorker he understood and valued street culture, though as a social critic he deplored the failure of the city to provide adequately for those who lived in it. The consequences for young people of inner city decay continue to exercise us, as Colin Ward's *The Child in the City* makes very clear.

Paul Goodman has a unique place among educational reformers. He was as aware as any of the inadequacies of the educational practices of his time, but he had too a realistic appreciation of what can be done where children actually live. For Rousseau time seems to stand still: there is the eternal garden for Emile and his patient and ever-present tutor. A. S. Neill retreats from the world into a rural community, insulated from the realities of city life. Goodman's passionate engagement with American society, his sense of urgency about what was happening to it, shielded him from illusions of escape into easy educational utopianism. He was politically alert and saw very clearly that education was just one of society's institutions. It it was to be changed so were all of them: government, industry, the family.

His faith in young people's capacity to determine their own lives underpins his educational thinking. But it co-exists with a realisation of the limitations of any kind of centralised authority. Charles Hannam and Norman Stephenson are senior lecturers in the School of Education, University of Bristol.



# Talkback

## Damning with faint praise

Tony Evans

At the end of term, fed up with writing reports, I decided rather rashly to give some of my pupils the chance to retaliate. Instructions were simple – "Write about half a page of sensible comments about the English lessons I've given you this year!"

Suddenly, previously reluctant writers diverged off into corners to work in concentrated silence for the whole lesson. Fred, who normally has to be resuscitated after each sentence, and who's only done six pages all year (including drawings) came up for more paper after ten minutes.

The results were fascinating: perceptive, humorous and very honest. A good many comments damned with faint praise – "One or two lessons have been quite good" or "We have about half a good lesson each week." Others were politely dismissive – "Unfortunately, this term's English lessons haven't really been interesting."

Some pupils stretched their vocabularies to the limit to find suitable words. "I have not got even a minuscule (sic) compliment about these lessons," wrote one very average child.

The most interesting reports were those which commented in detail about my techniques and classroom personality. It was rather like being a student teacher again, but supervised by a far more competent and involved set of T. P. tutors.

"I like discussions, but when we all vote in a different way to what he would call us all 'pathetic' or 'feeble'," wrote one pupil. Another complained, correctly, that "I sit at the front so I get picked on a lot!"

Comments like, "He often rabbits on and on going completely off the subject" and "Mr Evans is a good teacher although he is often in a bad mood" gradually built up a pupils' eye picture of myself as a Dickensian pedagogue, given to directing sermons at a surprisingly tolerant captive audience. Not that it was all bad. Pupils seemed to like lessons where "we had a good laugh" – but I've a feeling these were the lessons I'd liked least.

Some interesting opinions about the content of lessons were also apparent from the reports. Nearly everyone liked listening to taped stories and poems, which I'd always felt they found too difficult and unexciting compared to television. Discussions and informal debates were very popular, as were individual and group projects which involved mounting displays of work.

Predictably, formal examination-orientated essays and comprehension work was disliked, but many pupils said they enjoyed writing long stories (ten or more pages in their own time over a term) and plays. It seemed that long and demanding work was only resented when it came in the form of a "school exercise".

The texts we'd read in class were liked by most pupils, but they all preferred library lessons where they read their own individually selected books to "set book" lessons. "Why can't we choose our class reader?" wrote one rather quiet boy – I'd never realised he'd been harbouring subversive thoughts all year.

Homework was mentioned a lot, with most pupils complaining they'd

had too much, but a surprising number saying they'd not had enough! I was glad I didn't have to answer the pupil who wrote "How would you like to do an essay every Monday night?"

A few pupils insisted on writing about all their lessons, often making revealing comparisons between English and other subjects. These ranged from "I like English best – because we don't have to work so hard" to "There is some point in doing maths, French, science etc., but how can poetry help you when you leave school?"

Everyone seemed very job-conscious (a sign of the times?) and valued the practical skills elements in the subject like letter writing, form filling and mock interviews.

Some general complaints about school life also surfaced, like "We have to go right across the school to get to English and the get told off for being late" which seemed a fair point. I was rather less sympathetic towards someone who thought smoking should be allowed in class "to help us all relax."

The same character believed that pupils should share staff facilities at break. Perhaps some children have a vision of teachers relaxing amidst padded leather armchairs, freshly ground coffee and thick pile carpets? All in all, I can't say I'd like these reports to form part of my next reference; they were far too honest. What they did do was to give a valuable and rather unnerving insight into lessons as viewed from behind the pupil's desk. If this became a regular procedure in all subjects, it might result in some interesting new perspectives on lesson content and methods.

Tony Evans is Head of English, Caldicot Comprehensive School, Gwent.

## Opening up Valerie Lynch

Involving pupils in a learning experience shared between teacher and taught is something we rarely achieve.

I have found that "Theme-Centred Interaction" (TCI) has helped me to achieve this in my own teaching; particularly in discussion groups in general studies, but also in teaching sixth form economics. To quote a student who spent a term in a TCI discussion group, "That was an amazing experience – boys I had known all through the school talked in a way they had never been able to before."

The overall aim, made clear to the pupils at the start, is to achieve a balance between the theme of the lesson, the interests and responses of the individuals, and the feeling of being and responding as a group. To achieve this, it is important that the leader is seen as a "participant" leader, guiding the group and making explicit the ground rules, but making space for pupils to use their own "chairmanship" in their responsibility for what they choose to give, or not to give; in deciding what they want to get from the group; and in respecting the chairmanship of others.

In general studies groups, boys soon accept that I mean what I say about their chairmanship. We could not otherwise have dealt with the "crisis" which arose when a member of one group was suspended from school for weeks; the openness of discussion enabled a lot of resentment to be talked through positively, and led to an objective look by the boy's own peers as to what it was really all about.

Time is always given at the beginning for a theme to be considered, in silence, before members are invited to share their thoughts. I have found this helpful in my economics teaching also. For me to state the theme means that it must be clear in my own mind, while the pause for thought encourages students to believe they may have ideas of their own to contribute.

I must state the theme in such a way that they can relate it to their own experience. Even themes in economics, such as "economics of scale", can be made relevant to the personal interests of students. In general studies, the best theme grows out of the students' own daily reality.

I have found it helpful in economics to set aside an occasional lesson with a theme enabling us to find out where group members are, how they evaluate their own progress, etc. The main benefits have been the greater personal confidence and involvement of students, with greater freedom to risk participating.

A ground rule of fundamental importance in TCI is that "disturbances take precedence". Students may be preoccupied with problems of home or school, or "left-overs" from a preceding lesson, and so be unable to attend to the theme.

Often, the freedom to say things that you can't think about at the time yet, and why this is so, may free the person concerned to attend.

Valerie Lynch teaches economics at Royal Grammar School, Guildford. TCI weekend workshops are held periodically in London. The next introductory workshop will be on May 14 – 16, for further information, please write to the author at 9 Postgrove Avenue, Guildford, Surrey.



## History on the doorstep

Tony Triggs

Some years ago, the children of a certain school in the north of England made a discovery. Their school was built on the side of a hill called Hunger Hill. Everyone said that the hill got its name when a dozen men, trapped underground in a coalmine disaster, died of starvation.

But one of the children noticed that another hill in a nearby village was also called Hunger. This made him suspicious. He went to the local library and asked to see the oldest maps. It turned out that the hills were known as Hunger hills long before the mining began.

One day, some of the children went on a walk to the Hunger Hill of the neighbouring village. One of them noticed that among the rocks and the roots of the trees the soil was like flintstone. So was the soil in his garden – on the other hill. Both the hills were made of clay.

"Was 'hunger' an ancient word for clay? This would mean that people had lived there in ancient times, and must have thought the clay was important. Was it true? How long ago? Did they use the clay to make things?"

"Might we be able to dig things up – and even some skeletons?" the children asked.

An Old English dictionary answered some of the questions. Before the Conquest the Saxons had used a word like "hunger" meaning clay.

On top of their hill the children had noticed several old-looking grassy mounds. They started to probe them in search of Saxon lugs, skeletons – and even treasure!

What they found was a smoker's pipe. It was made of clay, and at first they thought it dated back to Saxon times. But the children realized that tobacco came later; a pipe for smoking it must have been made even later still.

The children had found some flakes of coal in the soil, very near the pipe. They concluded from this that the pipe had belonged to one of the miners. (Did he cause the disaster?)

They soon began another piece of history detective work. It started with a walk round their village. They noticed, painted on an iron plaque, a horse which appeared to be wading through a choppy river.

"The children began to think about it: a shallow place for crossing a river is called a ford, and if the ford was used by Horsa's army. Could it have got its name from a Saxon horse ford somewhere nearby? If so where was it? That meant a new lot of arguing and exploration!

"Do words for things, as well as places, go back many hundreds of years? Their teacher asked them to think about one or two examples. Could they decide why a drinking glass was called a tumbler? Someone made an inspired guess: the first things people drank from were animal-horns, which tumbled easily.

"The class had discovered the past in the present. They had found it in place-names and surnames. Surprisingly, that was exciting. Most of the children had genuine Saxon names, just as if they were Saxons themselves.

And, of course, in a way they were. History is detective work. And that can start anywhere, in backyards, ditch or local library. For the younger child it is – or should be – learned up inextricably with soil and environment.

How many different species of bush make up the hedge at the end of the fields? The number will be a clue to its age. A nest, or a squirrel's nest, may well tell the children's immediate interest. All the good: the life it harbours is often the reason the hedge is important. But when and why did it come into being?

Nowadays, many published history series do involve detective work, but the clues are presented within the text – and the subject is often remote from the child. Little is done to awaken the child to the world he inhabits – a world of living history, just asking to be explored and unravelled.

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They would not just work with clues in a book. In addition they would learn to find local analogues for the representative cases they would see. They would see how the past suffuses the present.

Tony Triggs is a writer of history books for schools.

# Grit for the mind

Neil Philip on two major contemporary poets



Garvin Ewart is the sort of writer "reluctant readers" pore over illicitly behind the bike sheds; and that, I imagine, is the way he would like it to stay. Not only is he outrageously rude – and hilarious with it – but he sides always with the unofficial, the slyly subversive, the heterodox. He is the poet of the pleasure principle. Every school should ban his work immediately.

The New Ewart: Poems 1980-1982 (Hutchinson £4.95) is as richly varied in technique, mood and subject matter as ever, united by Ewart's characteristic tone: a wry amusement tinged with bitterness, balancing exuberant sensuality, scabrous playfulness and a brooding sense of man's capacity for evil. Ewart started out as an imitation Auden – still a strong influence on his work – but gained his own voice in the Second World War. Acerbic wartime lyrics such as "Officer's Mess" and "When a Beau Goes In" – some of the best verse of the period – are very much his own. He wrote little verse in the years that followed (the first, disappointing volume of his second wind, *Londoners*, was published 25 years after the juvenile, pre-war *Poems and Songs*), but is now vastly prolific. Perhaps making up for that quarter century of silence, he over-produces; still, enough of the poems come off to forgive him his failures.

All Ewart's pre-1980 work, including his previously uncollected war poems, is available in *The Collected Ewart 1933-1980* (Hutchinson £10), all that, save the celebrated comic-strip epigrams gathered in the volume *All My Little Ones* (Anvil Press £2.50). He has just recently begun to write about the war again, in new poems such as "War Death in a Low Key", "A Contemporary Film of Lancasters in Action", "On First Looking into Michael Grant's *Cities of Vesuvius*", and, before these, "Incident. Second World War". Another earlier poem, "The Gentle Sex", deals with violence in contemporary Northern Ireland with the same grim detachment as these war verses; "Never forget that everybody's nasty", opens one of his "So-called Sonnets". His writing in these poems seems to

me very fine: controlled, unemotional, yet informed by a living compassion. Similarly, the new poems on the death and old age of his mother distil emotions which belie their lightness of touch.

But Ewart is first and foremost a comic poet: that is, his eye is drawn naturally to the daff, the inconsequential, the surreal. Thinking about nuclear destruction summons from him a poem called "The Greedy Man Considers Nuclear War" which begins

"I suppose you realize we shall lose the sizzling sausages".

He excels at affectionate parody and burlesque. The New Ewart has "Jubilant Matteo" (the latest in a long line of cherishable cat poems), the cheerfully obscene "Burlesque: Auden in the Forties", and – perhaps the funniest thing here – a deadpan rewriting of Wyatt's "Remembrance" ("They flee from me that sometime did me seek"):

"At this moment in time  
the chicks that went for me  
in a big way are opting out".

I can well imagine women opting out of reading Ewart: he has published, for instance, two snide verses attacking female poets. But his saving grace in this direction – as with Kingsley Amis – is that he knows as well as we do when he is being mulish or condescending. Anyone with the sense of humour to send up his own preoccupations in a poem called "A Male Chauvinist Celebrates International Women's Year", and win a *New Statesman*

competition with it, can't be all bad. Comic or serious, his chief subject is the trivial detail of ordinary life; recorded with a wit which, at his best, is not a weapon but an invitation to the reader to share, or bear, a joke.

John Heath-Stubbs, whose new collection is called *Naming the Beasts* (Corgi £3.25), is a very different poet: dignified, reticent, civilized. Yet he too can be funny. The jokey "History of the Hood" ("Bang bang bang! Said the nails in the Art") is probably his best-known poem, and one of his best. Like "Linnaeus Naming the Beasts", the title poem of the new collection, it revels in the simple listing of wild creatures. The short bird poems in *A Parliament of Birds* (Chatto and Windus, o.p., alas) and *Birds Reconvened* (Enitharmon, £3.90 and £2.55) are among his most successful: spare, sharply-defined, companionable. "The Heron", for instance, captures perfectly a single image, of the grey stately bird:

"... all in motion,  
As he tries to get into his snaking gullet  
A flapping, white-bellied, obstinate cuss of a fish".

But *Arcturus* (now scandalously unavailable) is his great achievement: a long poem in twelve sections about King Arthur. It is a potent piece of work, full of dry humour which undercuts yet never belittles its mystical/historical/philosophical theme. To have written an epic poem in the last half of the twentieth century which is actually exciting to read is nothing short of miraculous.

Beneath *Arcturus'* elegant, entertaining surface, with its extraordinary flexibility (sustaining even long passages of alliteration), lies grit for the mind. Whereas Ewart is mostly a surface poet – and a poet deliberately writing about surfaces – in Heath-Stubbs, as he himself notes in "Ars Poetica",

"A poem is like an iceberg:  
Seven-tenths under water".

From his first volume *Wounded Thammuz*, through *Arcturus* to *Naming the Beasts* he has used myth, folklore, literature as a foil to his own thought, re-engaging with the metaphors of the past to produce metaphors for today. *Naming the Beasts* includes poems on Shelley, the Book of Daniel, de Sade, Polyphemus, Beowulf, St George, Priapus, and – a marvellous lament for corrupted nature – "The Green Man's Last Will and Testament":

"I leave to the people of England  
All that remains:  
Rags and patches – a few old tales  
And bawdy jokes, snatches of song and  
gaumphing dance steps.  
Above all my obstinacy – obstinacy of  
flintstones"

That breed in the soil, and pertinacity  
Of unlovely weeds – chickweed and  
groundsel,  
Plantain, shepherd's purse and Jack-by-the-  
hedge.

Let them keep it as they wander in the  
inhuman towns."

Some of the best poems both in *Naming the Beasts* and its predecessor *The Watchman's Flute* (Corgi £2.95) are occasional: elegies – for T. S. Eliot, Vernon Watkins, Louis MacNeice – and celebrations – for births, weddings, birthdays. *Naming the Beasts* prints two poems on last year's Royal Wedding of remarkable freshness and charm. *The Watchman's Flute* opens with an eloquent Jubilee poem "To the Queen". Heath-Stubbs is, indeed, a natural choice for a future Laureate (Ewart, on the other hand, with his prophetic headline vision "Kneeling Poet Laureate presents an *Odé to Sex to the Queen*", is unlikely ever to get the job). A collected poems is long overdue.

# An influential journal

W. D. Halls on 30 years of the  
British Journal of Educational Studies

Looking back on happier days, the *British Journal of Educational Studies* has just published a splendid thirtieth anniversary number. Sponsored since it began to appear in 1952 by the Standing Conference on Studies in Education, a body composed mainly of education professors and college principals. It continues to represent a significant constituency of the educational Establishment. Thus, at least during the training, all teachers have undergone the influence of the journal and its promoters.

Whether they have continued to look at it with a questioning eye, few teachers have time or opportunity to read periodicals save in their own specialism. In any case, since the focus of the *BIES* is "educational studies" the practitioner tends to ask: how do philosophy, psychology and all the rest, including research, bear upon classroom teaching? This conundrum preoccupied the *BIES* from its very first issue, when it demanded a "better organization" of the educational field. Nor did the problem go away. Writing in 1955, Professor Pilley conceded that an unfavourable verdict on teacher training departments "arises in respect of the theoretical part of their work". In 1971 Lionel Elvin, a former director of the London Institute, returned to the fray, declaring that "no one who has been engaged in the education and training of teachers needs to be told that our capital problem is the relationship of theory to practice".

"Unfortunately the 'disciplines of education' have gone by fashion, as well as sometimes being contradictory findings. In the sixties the sociologists, riding the wave of equal opportunity, overtopped the psychologists, who had dominated educational theory for so long. Next came the reign of the analytical philosophers, who sternly adjured us to define our terms. Meanwhile the crystal-ball gazers have been discredited. At the time when they had it so good" economists of education claimed a correlation between educational expansion and greater prosperity. That bubble of educational theory has now burst. Likewise the sociologists canvassed the view that education should realize a more equal society, but the print by typical children like themselves.

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engendered their renewal. As a Catholic historian he would surely have concurred with the Durkheim, the secularist sociologist, that "the history of education is the best of all pedagogical schools".

The intense educational activity of the sixties was also marked by the educational "book explosion". Beales guided us through a maze of publications by giving generous space – sometimes over one-third of an issue – to book reviews. Coverage was extensive: in 1969 over 100 books were mentioned. Every significant work was noticed. Occasionally, however, Homer nodded, and some books deserved longer – if not better – shrift. In 1966 that influential primer for curriculum development, Bloom's two-volume taxonomy, rated only 350 words. Michael F. D. Young's *Knowledge and Control* (1970), the first British manifesto of the "new" sociology of education, was dismissed in less than a dozen lines. Titles were sometimes puzzling, what will future social historians make of *The Lord James Theycht*, reviewed in 1973? (They will doubtless be even more baffled by an article-by-Patrick entitled:

"In Defence of Bingo: a Rejoinder" (1967). Beale's faithful band of reviewers numbered many eminent educationists. Thus H. C. Bernard, himself no mean author, Professor Emeritus since 1951, was still in 1978 reviewing, with youthful vigour, for the journal at the ripe age of 94.

Learned periodicals are not noted for their humour. The most present editor will allow himself in the casual, cryptic aside, such as in 1978: "It would be interesting, sometime, to hear Professor Armytage lecture on some pages of the telephone directory." Occasional, however, hilarity emerges, as in the article by Alan Harris, published in October 1977, describing how a group set about producing a course on Curriculum Studies at the Open University.

In 1971 the material had to be assembled in eight months because of the threat that a future Conservative government might scotch the whole venture. Temperament was not peculiar to the rest.

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mitted, and it was decreed that "no member of the team should see his own discipline as the only worthwhile way of investigating the universe", ruling out, Mr Harris adds, "phenomenological sociologists". The elements of the course were fed into a computer but, the author admits, "I don't know what the computer did". A "traumatic" meeting of the course team took place after the Faculty's Christmas party. A course reader was devised which most of the team "had never had time to read". At one stage, to resolve the difficulties inherent in cooperative work, Mr Harris proposed engaging a psychiatrist to observe and advise them; this was not taken seriously by his colleagues – "probably they were right", he reflects. We are clearly far from the polished performance the OU presents on the TV screen.

Usually, however, the more earnest side of the *BIES* is uppermost. Close reading of the back numbers reveals some significant portents. Long before teacher training was blown off course, Mr Elvin, at the 1970 Standing Conference, detected "sinister signs to undo McNair" and sever the link between universities and colleges of education. In 1974 a report was published of Professor Hirst's seminal paper on teacher training to UCET. It heralded a sea-change in the content of PGCE courses by proposing that any theoretical studies should be related to classroom problems – a complete upset of the sixties' policy, when the "disciplinary specialisms had ruled the roost": in 1977 Professor Wrang, reviewing Bennett's study of primary schools, *Teaching Young and Pupil Progress*, predicted that "a cooler look at the research described... shows that the findings are not perhaps as clear-cut as has been suggested in the popular press." Often the journal has proved a shrewd appraiser of events; it not always reliable regarding educational studies.

To return to the thirtieth anniversary number: For those who would know how close to (or how distant from) we are to a unified discipline of educational studies, on a par with other professional fields, its pages make cumulative reading. Retrospects in sociology, philosophy, administration, comparative studies and economics in relation to education, as well as special articles on Scotland and Northern Ireland – Wales receives only passing mention – record progress over a generation. Conspicuous by its absence, however, is an account of developments in the politics of education. Yet politics, we fear, will continue to colour all the rest.

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Left: Ian Mercer as Swells and Neil Pearson as Napper in *Ol for England*. Right: Dorothy Tutin as the Actress and Simon Callow as the Poet in *La Ronde*.



# Lingo

From time to time a newspaper offers a prize for the ten most beautiful words in the English language, and there is always a huge response. "Velvet... azure... and from..." and so on.

This always reminds me of a French literary critic who wrote that Jean Racine obtained his effects by use of "sombre", "ombre" and "le like". Another French literary critic came along and pointed out that, on this basis, "concombre" would have been twice as effective - yet Racine never used it. Andromaque making an entrance holding a cucumber would have stopped the action.

If there is any correlation between the physical sounds in a word and the effect of that word, the fact has yet to be demonstrated. I return to the three "beautiful" words mentioned above. What do they have that the following don't have? "Velvet... susterre... suffering..."

Well, what they have is their associations; and whenever you start talking about beauty or its converse ugliness, in language, you are doing a balancing act. Take a look at the "moan of doves in immoderate eaves."

Possibly when it was first done, this was effective. To most people today, it is not so much a poem as a tongue-twister. It is a surrender to the view that language is more about sound than about meaning. The line preceding it, I discover on looking it up, is this:

"Myriads of rivulets hurrying to the lawn."

If there were myriads of rivulets hurrying through my lawn, I'd be on a Bill Sowerbutts or Professor Gammell pretty quick, to see what I had gone wrong.

I hear you say, dear reader, that it is wrong to mock poor old Alfred, Lord Tennyson, who lived in a different age. I reply as follows. Tune in any evening to commercial television, and note the words that are used in the adverts. Consider carefully the balance between a: their meaning, and b: their sound.

W. S. Brownlie

## It should have worked...

### Sheila MacLeod on television drama

Crimes. Play for Tomorrow. BBC 1. *Ol for England*. Central. *La Ronde*. BBC 1

Most television drama is so utterly predictable in both content and execution that a week which produces one thoughtful and well-written play, let alone two, is rare indeed. Last week, thanks perhaps to financial stringencies, we were presented with two studio-based plays with proper scripts and proper acting instead of the more usual metres of film and pretty costumes, interspersed with a few lines of banal dialogue as a sop to those of us still stuck in the age of literary and the word. Whether or not television is (or is any longer) capable of accommodating tightly-structured drama illustrating serious subjects is another question - and a truly vexed one.

Caryl Churchill's *Crimes* looked forward to the year 2002 and the triumph of psychiatry as a means of social control. The state seemed to have conflated crime, sin, illness and even oddly under a general definition of political deviance, and so subject to correction through behaviourist techniques. Meanwhile, in other parts of the asylum, people were building nuclear shelters in preparation for "the event", which was accepted as inevitable; the countryside had been destroyed, apart from designated "leisure areas"; and women had been restored to a subordinate position more characteristic of the fifties than the eighties of this century.

Trevor Griffiths' *Ol for England* was set in May 1982, a period no less bleak in cultural terms than Caryl Churchill's. A group of skinheads was preparing for its first gig under the auspices of a fascist entrepreneur and against a background of urban rioting. Unemployed, ill-educated and, above all, inarticulate, the skins were easy prey to anyone offering easy answers to social ills and an apparently self-enhancing means of transcending them. Apart from their own physical appearance and the violence which it signified, music was their only expressive mode. Their instruments and equipment had been looted during previous riots and their songs were anti-authoritarian, disaffected.

Both plays were essentially political and so had to convey a great deal of information in a short time within a limited setting. Caryl Churchill cleverly chose television itself as her medium. A psychiatrist and his wife, in the "safety" of their shelter, watched on one screen playbacks of his group therapy sessions, and on another a BBC programme on the practicalities of shelter-building. The play consisted of four monologues, broken up by the couple's comments and otherwise desultory conversation. It should have worked, and it almost did. The first monologue (beautifully delivered by Syl-

vestra Le Touzel) was chillingly effective in its portrayal of a "cured" psychopath, and the fourth (ditto by Dave Hill) was pure black comedy. The other two were flat by comparison. We were being given too much information, all of it treated as being of equal importance. No room was left for any of it to develop, so we were left with a solid slice of life, rather soggy in the middle. Because nothing actually happened, there was no possibility of change. I suspect this to be a more pessimistic conclusion than was intended. It was one that I am an optimist, but because I have never been able to believe in the eternally seamless efficiency of repressive authority.

Trevor Griffiths chose to convey his state of the nation largely between the lines: in silences, sirens and songs. There was a story; the group's first public appearance; their manipulation by the extreme right; and the disillusionment of one of their members - a situation whose authenticity I can vouch for. It should have worked, and it almost did. That it didn't was not just because skinheads are altogether nastier, less together and less predictable than Trevor Griffiths would have us believe. The brutal fact of the matter is that the lives of skinheads (and indeed punks) today are so different from ours in content, concept, pace and tenor that they simply cannot be contained within the forms of conventional drama, however well-written and however well-intentioned.

Both plays were, each in its own way, masterpieces of precis. They had to be, because the political ideas they were struggling to convey were not coming from the same place as those habitually dished up to viewers. It takes more than one single play (or even two) to transcend this barrier and overcome audience resistance to whatever cannot be slotted into well-worn formats. In other words, if television drama in general were allowed to take more risks, both *Crimes* and *Ol for England* would have found their own form effortlessly within the medium and hit us between the eyes at once, instead of pulling their punches.

With *La Ronde* we were back on more familiar ground. However shocking the piece may have been in Schnitzler's day, it came across on television in 1982 as more of the same: bland, sunny, a sexual merry-go-round with never a mention of unwanted pregnancy or venereal disease, both of which must have been common contemporary phenomena. The message was that sexual relations are painless and guilt-free. Just the thing to keep the viewers reassured, especially when decked out with all those lovely sets and costumes. Were we really supposed to be scathed by the behaviour of all those puppets? Frankly, dear reader, I didn't give a damn.

## Spreading germs

A Higher Form of Killing, by Robert Harris and Jeremy Paxman. Chatto, £9.95.

Harris and Paxman's well-researched yet unsensationally written survey uncovering the murky story of gas and germ warfare is a horrific compendium of casual slaughters and purposes: mistook. The toll of soldiers killed in crucifying pains from the fields of Flanders to the fields of Afghanistan, or left permanently disabled by searing nerve gas, bacteriological plague, or ingenious chemical weapons begins to numb and one becomes more affected by the vivid accounts, many published for the first time, of the hapless individual martyrs to the march of science: the unwitting peacetime guinea pigs, animal and human, and acridly workers struck down by artificially-nurtured poisons, stored and refined in the spurious belief that "the enemy" may be up to similar tricks in their own secret laboratories, regardless of the periodic unilateral protocol agreements to refrain from such indefensible forms of waging war.

Nixon, incidentally, emerges with more credit than Churchill from this embroilment of staggering bungles, deliberate deceptions, and wanton abuses of power - by both politicians and semi-crazed scientists. The central motif, exemplifying the double standards and dubious morality of most of those concerned, is the award of the Nobel Prize for Chemistry 1919 to the German pioneer of gas warfare who first voiced the very title of this urgent, understated plea for sanity.

The illustrations are as terrifying as the text: science fiction, films and comics, seem tame and kindly by comparison with the monstrosities, evidently created and sanctioned by men of intellect and standing on both sides of the Iron Curtain.

Philip Bergson

## Cinema

### One step forward, two back

*Riots and Rumours of Riots*, *Blood Ah Go Run*. Available for hire (16 mm and video) from the other cinema, 79 Wardour Street, London W1 0J-734 8508.

Two new films have entered the Other Cinema's list: *Riots and Rumours of Riots* by Imruh Caesar and *Blood Ah Go Run* by Kuumba Black Arts. A group that includes Guesar. The first is the more ambitious, an exposition of West Indian experience in Britain since 1945. Its raw material includes archive footage, newspaper clippings, old photographs, and voices from the different generations living here.

In terms of race relations, progress appears to be one step forward, two back, an awkward rhythm to convey either analytically or with punch; but the remainder of the repetitiveness of this post-war history is dimly pertinent. Otherwise what remains in mind are odd thoughts, the suggestion, for example, that it was the aspirations of the black population that made the indigenous working-class recognize its right to material benefits previously regarded as the preserve of other classes.

Two steps back was alas the

## A leaf from the album

The Art of the Book in India. British Museum until August 1. Admission free.

Rather teasingly, the British Library opens its contribution to the Festival of India with a display of writing on brass vases, strips of silk and crystal beads. Though treatise incised on copper bands are unusual, the real glory of the art of the book in India came later. It was not until AD 1000 that the path, made from palm leaf pieces held between wooden end-covers, became common in the areas of northern India and Nepal influenced by Buddhism, and it was not really until the advent of the Muslims centuries later that books lost the character of holy scripture and became more decorative, secular objects.

The Muslims brought with them a tradition of calligraphy, Iranian representational painting, and the invention of paper. On the larger leaf

## Dance

# Springing into action

Peter Brinson

Spring has brought action to the dance education world through conferences, an award and a brand new honours dance degree. The conferences began just before Easter with an initiative by the DES and Arts Council at Leicester Polytechnic. This was the first time the two organizations had collaborated in such a way, but not, I suspect, the last because the event was outstandingly successful. Their object was to develop collaboration between the dance and education professions as recommended by the Gulbenkian Dance Report. For this purpose the two organizations invited 150 carefully chosen dance types and educators, including a Pleiade of HMIs.

Among the dozen or so speakers were Robert Cohan, artistic director of London Contemporary Dance Theatre, Joan Russell from Worcester College of Higher Education and Lisa Ullmann, former director of the Laban Art of Movement Centre. Beside the talking there was also a lot of doing through demonstrations and classes by resident groups. I was impressed particularly by the Ekome Dance Company which I had not seen before, and would recommend them as an addition to any school or college programme of professional visits. They can be reached at 30 Argyle Road, St Pauls, Bristol BS8. A report of the conference will be available from the Arts Council or from Athalie Knowles HMI at the DES.

The second, much smaller, event was the first ever Conference of British Dance Scholars convened by the Radcliffe Trust and Gulbenkian Foundation at the British Academy

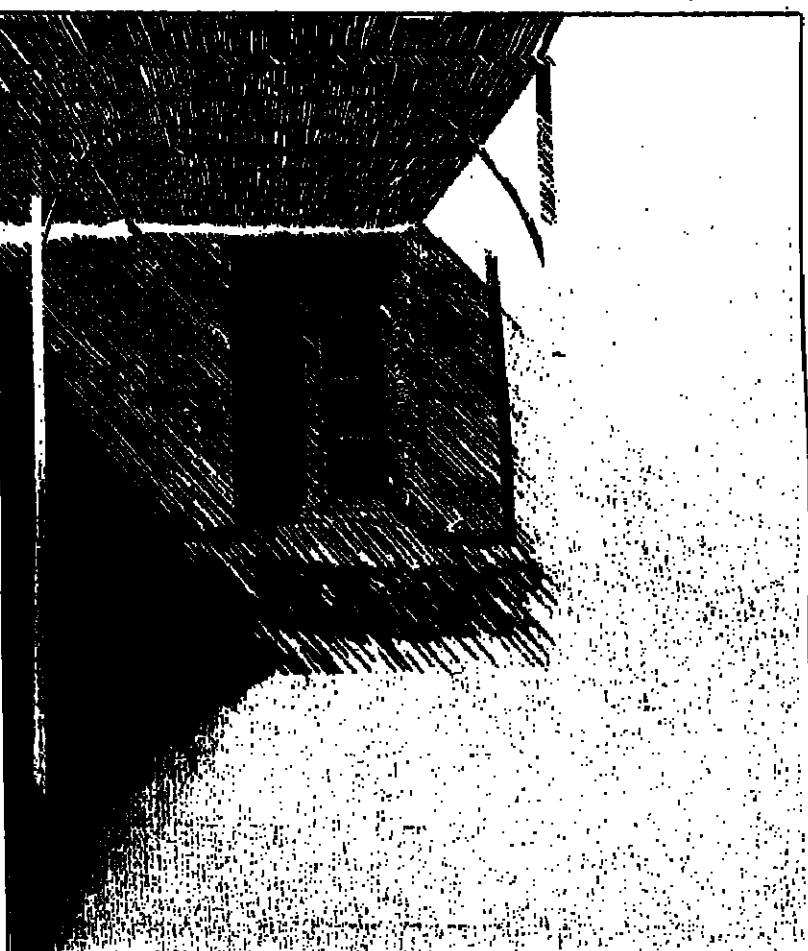
of Film and Television Arts. Totalling just under 40 people, again specially invited from universities, polytechnics, colleges and private individuals, the conference recommended establishment of a Society of British Dance Scholars and plans to publish a journal. Anyone interested should contact Michael Huxley at "Overdale", 17 Hampole Balk Lane, Skelton, Doncaster DN6 8CF, South Yorkshire.

Other initiatives come from the English and Scottish Dance Councils. The Council for Dance Education and Training in England has published at last a leaflet to tell everyone about itself. This can be obtained from the Council's offices at 5 Tavistock Place, London WC1H 9SS. It shows that the Council is still overwhelmingly tied to the private dance sector, instead of involving also the maintained sector. The Scottish Council for Dance does not make the same mistake and even involved Scotland's professional dance companies in a recent conference about professional dance theatre in Scotland. Details of future meetings of the Scottish Dance Council can be obtained from the Council's secretary c/o PO Box 410, WDO, English EH12 6AR.

Among the most prestigious of the awards decided at this time of the year is the Paul Clarke Scholarship, for which young people aiming to be professional dancers audition annually throughout the country. It is a rare compensation for the decline in discretionary grants, and went this year to Deborah Jones who will be 16 in July. She is a part-time student at Solihull School of Dancing and a member of the West Midlands Youth Ballet, and will take 9 O levels in June. She will enter the Royal Ballet School in September.

Last week the London School of Contemporary Dance announced a BA honours degree in contemporary dance validated by the University of Kent for a three year course of study at the School. The first BA honours degree in dance, also covering three years, was validated by the CNA five years ago at the Laban Centre for Movement and Dance. The Americans of course have been developing dance at degree level since 1927, so we have a long way to go. The importance of Kent's validation is that it is the first made by a university in Britain and centres on performance so that a university is seen to recognize the significance of non-verbal knowledge and study. It is likely that two more honours degrees in dance will develop during the next two years, both in the maintained sector, thus balancing the existing degrees in the private sector.

Lastly, a note about another conference, this time of Dance and the Child International. The International was established at its first conference in Edmonton, Alberta, in July 1978. Since then the organization has become linked with the International Dance Council, affiliated to Unesco, and is recognized by Unesco as the international authority in its field. The second conference will be held in Stockholm from 16th-20th August and places are filling rapidly. Interested dance educators should write directly to the Swedish Division of DACI at Dansmuset, Laboratoriegatan 10, S-115 27 Stockholm.



"La Cheratte", by Anne Dykmans

## Appearing in print

Seventh British International Print Biennale, Cartwright Hall, Bradford, until July 4.

However much the buying and collecting of prints has declined since the booming sixties this now famous exhibition shows that there is no diminution of interest or activity. The number of media continues to grow and now embraces a multitude of means from the traditionally hand-drawn etching to the photographic and mechanical, and although photography as such is not included here it is a matter for debate how long this situation will last.

In fact, the very term print has burst at the seams. A flat sheet of paper may still be the most frequently used supporting surface but the modern print can just as easily be embossed, folded, or curled, laid out on silk, cotton or plastics, and stand so independently of both frame and wall that it is virtually a piece of sculpture.

This range of materials and means at the exhibition is matched by that of subject matter and treatment. There are numerous items decorative enough for the sitting-room or school wall and one at £3 popular enough to have sold ten prints by the third day. But the majority are accurately described in John Russell Taylor's catalogue introduction, "The abstract and minimal coexist with the hyper-realistic and intricately symbolic, the purely political with the most intimate introspections of the quietist and the hermetic."

The most immediately striking thing about this profusion of means and ends is that it is, with few exceptions, common to all the 50-odd countries exhibiting. But if cultural gaps appear to be narrowing with improved communications (and possibly the effects of international shows and prizes) there is still at least one discernible difference; for all the cosmopolitan display, it is not those nations with the greatest claims to economic advance and political freedom that most exploit the prismatic potentials of individual gesture and spontaneous effect, but those that are backward and often repressed.

Michael Clarke

## Romany tale

Bendigo Boswell. Children's Music Theatre at the Young Vic.

*My mother told me I never should play with the gypsies in the wood.* And of course you never did, nor did any other self-respecting child since - as everyone knew - those gypsies stole ferrets, cat hedgehogs, even ran off with small children.

Such prejudices provided the starting point for Bendigo Boswell, latest production by the Children's Music Theatre. Down in Kent for the herring-picking in the summer of 1910, the Harris family from the East End finds itself living and working cheek-by-jowl with the Boswells, a family of itinerant Romanies. Tempers flare, but the Boswells are no ordinary family, as Anna Harris soon finds out.

Just as a fortune-teller predicted, she is drawn to the serious-minded Bendigo Boswell, a young Heathcliff of the hopfields mourning the death of his mother, killed the previous week in an accident. Anna reminds him of her, he tells her; and soon Bendigo and Anna, the Romany, and the gorgio, against the wishes of both families are bound together in a tragic passion.

A rather melodramatic tale, culminating in the firing of the Romany caravan, but redeemed by some fascinating background detail - arriving in Kent, apparently, each "hopper" was issued with a bottle of diarrhoea mixture and some head-lice ointment. The script by David Scott and director Jeremy James-Taylor also incorporated many traditional songs ranging from "The Cockneys' "Why Am I Always the Bridesmaid?" to the Romany tune "All Through My Rakli". The acting of the 28-strong teenage company (and as with any CMT production this must be judged on the highest standards) was of a high order, but with particularly effective performances coming from Nell Cook as Pa Harris and Michael Sewell in the title role.

Hugh David

## Testament to life

Bring Me Sunshine, Bring Me Smiles. By C P Taylor. Shaw Theatre.

Bring Me Sunshine, Bring Me Smiles was the last play to have been written by C P Taylor before his death last year. Like most of his work it is set in the North-east, firmly rooted among the Geordie working-class. Paid off by the shipyard, Ted (a wonderful performance by Tim Healy) rules the family roost as he rules by the play, preading over anarchy with a quiet, phlegmatic toler-

## Cinema

all come back to, Ted who is the "twenty-four-hour Citizens' Advice Bureau", and by the end Ted who all-but achieves tragic grandeur as the eternal Little Man.

Long, rather too long, sprawling and episodic, *Bring Me Sunshine, Bring Me Smiles* (originally titled *The Saints Go Marching In*) is still an eloquent, even moving testament to life. With a few more Teds, one couldn't help feeling, the world would be a much saner place.

Hugh David

## Cinema

*Riots and Rumours of Riots*, *Blood Ah Go Run*. Available for hire (16 mm and video) from the other cinema, 79 Wardour Street, London W1 0J-734 8508.

Two new films have entered the Other Cinema's list: *Riots and Rumours of Riots* by Imruh Caesar and *Blood Ah Go Run* by Kuumba Black Arts. A group that includes Guesar. The first is the more ambitious, an exposition of West Indian experience in Britain since 1945. Its raw material includes archive footage, newspaper clippings, old photographs, and voices from the different generations living here.

In terms of race relations, progress appears to be one step forward, two back, an awkward rhythm to convey either analytically or with punch; but the remainder of the repetitiveness of this post-war history is dimly pertinent. Otherwise what remains in mind are odd thoughts, the suggestion, for example, that it was the aspirations of the black population that made the indigenous working-class recognize its right to material benefits previously regarded as the preserve of other classes.

Two steps back was alas the



Hanuman, the monkey god, leaping across the Ocean. From a Sanskrit manuscript of the Ramayana

## A leaf from the album

The Art of the Book in India. British Museum until August 1. Admission free.

Rather teasingly, the British Library opens its contribution to the Festival of India with a display of writing on brass vases, strips of silk and crystal beads. Though treatise incised on copper bands are unusual, the real glory of the art of the book in India came later. It was not until AD 1000 that the path, made from palm leaf pieces held between wooden end-covers, became common in the areas of northern India and Nepal influenced by Buddhism, and it was not really until the advent of the Muslims centuries later that books lost the character of holy scripture and became more decorative, secular objects.

The Muslims brought with them a tradition of calligraphy, Iranian representational painting, and the invention of paper. On the larger leaf

## Long live the King

Elvis Presley: The King of Rock 'n' Roll. By Richard Woolton. Hodder and Stoughton £5.95. 0 340 26954 5.

Elvis - What happened the first scurrilous book about the King, was written by two deposed bodyguards. The most recent vilification, *Elvis* by Albert Goldman, keyhole-peeped into his life with a gleeful lack of shame. Fans, on the other hand, have written lovingly and respectfully while, presuming on a slight ac-

## Among this week's contributors:

Dr W D Walls is General Editor of the *Oxford Review of Education* and serves on the editorial boards of other educational journals. Sally Jenkinson is senior lecturer in politics and government at the Polytechnic of North London.

Nell Philip is author of *A Fine Angel: A Critical Introduction to the Work of Alan Garner* (Collins).

Professor Charles Thomas is Director of the Institute of Cornish Studies, Exeter University.

**Impressions of Paris seen through the eyes of its painters**

This delightful 28-minute film captures the charm and beauty of romantic Paris through the eyes of the painters. It contrasts the city as it was, on the canvas of its artists, and as it is today, in photographs that distil its essential character.

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E970



# The politics of peace

Sally Jenkinson on some new studies of international relations

**The Foreign Policy Process.** By Lincoln Bloomfield. Prentice-Hall International £7.45. 13 326504 8.  
**International Politics, the rules of the game.** By Raymond Cohen. Longman £3.50. 582 29558 0.  
**Explaining Foreign Policy.** By Lloyd J. Mason. Prentice-Hall International £8.20. 13 295600 4.  
**The Realities Behind Diplomacy. Background Influences on British External Policy, 1865-1980.** By Paul Kennedy. Fontana £3.50. 000 634681 2.  
**Diplomacy, the dialogue between states.** By Adam Watson. Eyre Methuen £9.50. 413 481905.

Is war or peace the more natural condition of mankind? Is the display and use of force a more effective means of policing than the moral weight of traditional rules? To these questions history gives no definitive answer, a fact vividly illustrated by the surprise occupation of the Falkland Islands, and Britain's belated attempt to defend them.

These five books within the general field of what academics call international relations confirm the view that neither war nor peace but *Politics* is the natural behaviour of human beings. They illustrate that our penchant for negotiation provides the safest as well as the most civilized way of adjudicating claims between states as well as within them. Cohen and Bloomfield particularly, who both work within the discipline of political science emphasize the connections between national and international politics, drawing attention above all to its normality. It may be a desirable ideal that, in the words of prophet Isaiah, "nation shall not lift up sword against nation", but the best attainable position may well be our second best achieved through painstaking negotiation. Moreover the job of diplomacy, like cookery, is never-ending.

In Cohen's view, war is far from the natural condition of states, but rather an aberration from it. Wars, he suggests, "can be compared to traffic accidents, collisions and fatalities draw a disproportionate if unsurprising amount of attention. In the general run of things, cars - and states - manage to avoid colliding with each other with an unusual degree of success".

Governments avoid warfare through commitment to preserving the international society of states and the external sovereignty and independence of states. The purpose, of which is to further the common goals of all social life such as the limitation of violence to persons, the keeping of promises and the stabilization of possession by rules of property.

Professor Lincoln Bloomfield, an American foreign policy consultant now professor of political science at MIT, and Dr Paul Kennedy have written contrasting books which have in common success in terms of their own yardsticks. Bloomfield deals with the foreign policy-making process in the United States. However, his mastery over both subject matter and the techniques of his discipline enable him to spell out assumptions which other academics - usually incorrectly - imagine can be taken for granted. This makes it recommended reading for all levels of student of United States Government as well as of United States foreign policy. Modestly he refers to the book as a "primer" because most books on public policy are "(a) too long (b) too wordy (c) too detailed and (d) too full of jargon".

Especially original is his imaginary dialogue between the United States President and the Speaker of Congress included to illustrate the institutional tension between their roles arising out of Article I, Section 8 of the Constitution. Equally stimulating and valuable are his thumbnail sketches of the Presidential foreign policy styles from Truman through to Carter and Reagan, and the relation each enjoyed with their respective secretaries of State. Other noteworthy sections include a piece on Foreign Service as a career, and a chapter on the nature and uses of simulation exercises which Bloomfield tells us, are often misnamed as "War games".

Kennedy's sub-title to *The Realities Behind Diplomacy*, "Background Influences on British External Policy, 1865-1980" aptly indicates that the aim is to provide for students of diplomatic history an account of the social, political and economic determinants of key diplomatic events during Britain's Imperial and post Imperial history. Each of the book's four sections provide a descriptive and an evaluative account of the period in question. Dr Kennedy does not shirk the factual conclusion that Britain has shrunk back "to being an off-shore European State lacking the power to influence global politics"; nor the provocative moral judgment that the United Kingdom has become one of the "weakest of the second rate powers". Throughout the writing is sharp and concise and the end product is a work of great clarity and very good value.

Mr Adam Watson, a retired United Kingdom diplomat, Ambassador to Cuba from 1963-66 has, paradoxically written the least practical of these five books. He might, given his background, have written some scintillating memoirs, but instead he has produced a tome of prudent musings about theories of diplomacy. An exception is chapter 10 in which Mr Watson defends embassy diplomacy against some of the current flak. For example, that when governments bypass their ambassadors - as Mrs Thatcher and Mr Haig are presumably doing at present - they are justified because the issues are too important, that their approach is improperly slow, and that it is obsolete given developments in communications technology. Mr Watson puts up a spirited defence of men on the spot.

Dr Raymond Cohen, who has been an international relations theorist and practitioner independently of any one particular state. Jensen's account is less specific and thus less useful. Though of interest on the psychology of senior statesmen, when he attempts to describe the "belief systems" in which they operate, such as those of the Soviet Union, the United States, China, India and Iran, the results are as disappointing as his sources are sparse.

Cohen's main thesis of his complex, brilliantly researched book, is that if one analyses the history and traditions of the ways of the international order one will be better equipped to master the rules of the game. One key problem is that there are several "rule systems". It is "not sufficient", he writes "for a lawyer to give the rules, but to give an opinion as between different bodies of rules". Nor is it enough to know the subtleties of the different diplomatic vocabularies, there is also international "body language". An example cited by Cohen which evokes a resonance in contemporary British diplomacy is the case of the battleship *Deutschland*. In 1937, the *Deutschland* was bombed by Spanish Republican aircraft as she lay at anchor. After due consideration a German cruiser and four destroyers were sent to the town of Almeria, while simultaneously the foreign minister demanded guarantees that there would be no repetition of the original incident. Ships of other nations however whose bombardment brought forth only diplomatic protests continued to be bombed. Cohen would have us draw from this example that an *intrinsic* diplomatic communication is more effective than a verbal or *extrinsic* protest.

All these books have less to tell us about the seizure of the Falkland Islands in 1982 than about the seizure of the American Embassy in Teheran in 1979 - an event which clearly traumatized the diplomatic community. Nevertheless Cohen and Bloomfield's style of theorizing about international relations is clearly vindicated as a way of preparing both specialists and the public to handle particular events and incidents. Cohen makes two observations which merit the last word. The first is that:

"rules which cease to reflect the distribution of power sooner or later fall into redundancy".

The second is that:

"An act of infringement implies more than a limited attempt to achieve immediate gain, but is perceived to be a warning of impending danger to the entire structure of orderly relations".

In short a nation such as Britain, within the overall context of the need to preserve the international society of states, may be said to have an *international obligation* - not merely a *national option* - to defend its territory if it is seized by an aggressive rival.

A final lesson arising out of the current affair of the Falkland Islands relates to the importance within civic or political education of the external dimension of political bargaining, and the moral aims of international relations as well as its rules and techniques. With such books available there is no excuse for overlooking it, and we neglect it at our peril.

John Hartman begins, in effect, with eighteenth-century manuscripts and finishes with one or two books of the 1970s. He attempts to take many kinds of illustration into consideration (liturgical works, poetry, fiction, books of information and *livres d'artiste* - although curiously he excludes the large, but significant categories of children's books and popular books). And the apparent limitation of his subject to Western countries still requires him to consider the disparate and often complex the display of Britain, Germany, France, Italy and North America. (Needless to say, other countries hardly get a look-in, although Czechoslovakia, Poland and Scandinavia are presumably "Western". And if Byzantine mas-

are allowable, what about events in Muscovy?)

As a former keeper of the Library at the Victoria and Albert Museum, and author of two admirable studies on Books of Hours and bookbindings, John Hartman is ideally qualified to tackle the subject of book illustration. Something of his perceptive understanding of the subject can immediately be gleaned from the general statement about its problems in his Introduction. How unfortunate therefore that he should have allowed himself to try to do so much in so small a compass: cutting critical corners in order to plunge ahead with too condensed descriptions of working accounts of technique and neglecting technique altogether; losing all balance between the different elements in the discussion. Certainly, through his 465 (mostly) illustrations he gives us a pretty pictorial summary of the subject and through his little diversions into special topics, like fabric-books and song-books, he makes a gesture towards comparative criticism. But such features only serve to emphasize what might have been attained with a more modest initial plan.



"The Indian Experience", published on the occasion of the Festival of India by Media Transasia (Thailand) in association with Air-India, is a colour illustrated collection of 21 articles on the craft, dance, music and science of India. This scene from Satyaji Ray's *Apur Sansar* (1959) is from the section on cinema. The book is available from Ken Dixon (Marketing) Ltd., 14 Crossways, Shroton Road, Sunninghill, Ascot, Berks. Price £10.00.

## Paperbacks Cornish cream

**The Cornish Library 1 - 4: Up From the Lizard.** By J. C. Trewin. A Cornish Childhood. By A. L. Rowse. Freedom of the Parish. By Geoffrey Grigson. School House in the Wind. By Anne Treneer. Anthony Mott Limited, 50 Stile Hall Gardens, London W4. £3.75 each.

This is a new venture; brave, and very welcome. As the publisher states, Cornwall has a literary heritage quite out of proportion to its geographical size (and small population). Excluding poets - though these are distinguished enough, with Clausen, Clemo, A. L. Rowse, D. M. Thomas as starters - the list is roughly divisible into autobiographical, genre fiction, and what might be called the productive topographical visit, exemplified by Wilkie Collins' *Rambles Beyond Railways*. Initial short runs and inadequate re-issues, while certainly helping to keep up second-hand prices, have meant that many of these classics are simply not obtainable. Collins' *Rambles*, for example, published in 1851 (1852, 1861), was re-issued in 1948 and the re-issue itself has become a collectors' item.

Anthony Mott has chosen wisely for his kick-off. The first four books are all technically autobiographies, but they are ones that reflect vividly both the homo parishes - often described in minute social detail - and the peculiarly Cornish settings of their authors. They make up a veritable "contrast and compare" quartet. J. C. Trewin's *Up From the Lizard* (1948) is not so well known as it should be, and was undeservedly lost

in the immediate post-war publishing constrictions. If its style reflects, and to me it does so markedly, the prose and approach of Sir Arthur Quiller-Couch, the similarity is that of two men who blossomed into parallel worlds from their native heath.

A. L. Rowse's *A Cornish Childhood* (1942) has admittedly been often reprinted, but it can stand up to its amount. This is, as many claim, his best book. The freshness and intensity remind us yet again that, away from didactic history, Rowse is a poet writing prose. No other work has described, or could ever describe, Cornwall's industrial midland and its people as this does.

Geoffrey Grigson's *Freedom of the Parish* (1954) - very difficult to find nowadays - is an account of Polyn near Looe, where his father was the incumbent. It has the local, archaeological, natural history, topography, landscape interpretation and acute comment. It is still a high-hand price, but it is a gem of personal and delightful biography. Grigson at a word of praise for the attractive format, good design and type, and modest price. The whole Eng Lit teaching world would do well to watch this series, and there are equally well-chosen classics to follow in the first batch.

## In the picture

**The History of the Illustrated Book: the Western tradition.** By John Hartman. Thames and Hudson £25.00. 0 500 23316 0.

Here is an ambitious failure. The ambition lies in the belief that "the Western tradition" of book illustration can be described in 283 heavily illustrated pages; the failure is the fairly obvious fact that such a thing is impossible.

John Hartman begins, in effect, with eighteenth-century manuscripts and finishes with one or two books of the 1970s. He attempts to take many kinds of illustration into consideration (liturgical works, poetry, fiction, books of information and *livres d'artiste* - although curiously he excludes the large, but significant categories of children's books and popular books). And the apparent limitation of his subject to Western countries still requires him to consider the disparate and often complex the display of Britain, Germany, France, Italy and North America. (Needless to say, other countries hardly get a look-in, although Czechoslovakia, Poland and Scandinavia are presumably "Western". And if Byzantine mas-

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# Special attention

**The Sociology of Special Education.** By Sally Tomlinson. Routledge and Kegan Paul £8.95. 0 7100 0940 2. £4.50. 9003 X.  
**Special Education: Policy, Practices and Social Issues.** Edited by Len Barton and Sally Tomlinson. Harper and Row £8.95. 06 318199 1. £4.95. 318200 9.  
**The Nature of Special Education.** Edited by Tony Booth and June Statham. Croom Helm £5.25. 0 7099 1910 7.

In adopting a sociological perspective on special education, Dr Sally Tomlinson has produced a disturbing insight and clarity of language. If ever there were a road to hell, it is seen here, paved with the good intentions of nineteenth-century humanitarians, early twentieth-century doctors and, nowadays, the ubiquitous educational psychologist.

Sociology is history in context, viewed with detachment and brought to life as we understand it today and prepare for tomorrow. I am not sure of Dr Tomlinson's detachment but, in any case, who has the right to be detached about what is seen as an injustice? Reading chapter seven on "Ethnic Minority Children", for instance, one might well ask what we are doing about the fact that black children have been over-placed in our ill-conceived solutions to meet ill-defined problems are sowing the seeds for a segregated school system which, if we are not careful, might yet blossom into a home grown apartheid incorporating "poor whites" as well as blacks?

But the book is not specifically about ethnic nor even indigenous groupings; it is about the changing machinery of what we euphemistically refer to as special education, within the total context of education (normal and treatment (approach) as determined by progress (economic expediency), executed by people with personal and professional axes to grind. In the section on "The Rhetoric of Special Needs", reference is made to a DES (1965) document which stated that "special education is education which is specially adapted to meet a child's needs. (Don't you wish your own child had been to such a school?)". The ethos, still, is largely con-

cerned with occupation and low level social skills rather than with education, however we might interpret that. It is not surprising to see, therefore, that any new model is determined by the supply of spare and broken parts of the main/main machine (pupils, teachers and resources) which, it is hoped, will successfully carry the young into an employable, if not enjoyable, future.

Those riding along on the repainted old banger of special education are better off only in relation to the past. In terms of today they are being pushed ever more firmly into side-roads and cul-de-sacs. If you don't believe this is true, study Dr Tomlinson's map and direction indicator - or look at the new and already threatened community homes with education, administered by social service departments, where service by newly qualified teachers does not even count toward the probationary period. CHEs do not, apparently, provide special, or any other type of education.

*Policy, Practices and Social Issues* was written, collated and published (1981) by Len Barton and Sally Tomlinson a year before her own book appeared, and provides much of the groundswell for it. The papers here, excellently argued and referenced, extend from theory and sociology to actual, if brief, case histories, taking in *en route* assessment criteria, behaviour modification, an examination of "The Value of Parents to the ESN (S) School", industrial training for the slow learners, and electronic aids. (Calm down, it's only a closed circuit TV scanner for enlarging small print!)

Again, we are faced with the fact that "the working classes and other deprived or minority groups are significantly over-represented among special handicapped children or those with special educational needs". We do all know, don't we, that given well articulated middle-class parents, an otherwise classified ESN (M) Child will fit in easily to the remedial class at the local comprehensive? I'm not knocking anyone - but the question needs to be put. Who needs the help; the child, the parent or the teacher? The answer, of course, is that we all do, and this comes across all too clearly in a paper on "The Social Construction of the ESN (M) Child". Hardly surprisingly, this particular paper is by Dr Tomlinson,

and illustrates the hopelessly bureaucratic entanglement created by that ill-conceived cry for fair play and democratic decision-making - the inter-disciplinary approach. No, we cannot, individually, be all things to all children. What we can do, however, is to remember what they still teach at college; the importance of relationships, reliability and resources (Or have I got my three R's wrong again?).

We have just seen the end of the International Year of the Disabled Person, many of whom attended special schools. The lessons we have still to learn from that Year is how we can better integrate and educate these youngsters. But first we must learn how to best educate ourselves - while watching our motivation. What better way to start than by bringing at least some of these youngsters back into the mainstream of society where their mere presence will add to our awareness and begin the process of self-education. Perhaps we need to remember that somewhat after the beginning of the twentieth century, we were still throwing stones at the lame and the crippled - only because society treated them as if they were different.

*The Nature of Special Education* is exactly what it is all about, and here Tony Booth and June Statham have produced an Open University set book which cannot but be of immense motivational and practical value to any reader. The diverse contributors combine to present us with a broad selection of extended case studies of children with varying needs, assessment procedures, different institutional approaches, sociological perspectives, teacher training and motivation - with just a dash of the American experience to highlight our study. Even better, for the hard-pressed student, there are digests of previously published books, ranging from a biography of Helen Keller to Wakefield's *Some Mothers I Know* and Townsend's *Poverty in the United Kingdom* - and enough in these to motivate the reader to pursue the actual books.

Indeed, all three books, separately and together, do much more than provide a starter's library; they knock the legs from under the chairs of securely seated practitioners and policy makers, challenging established concepts and society's motives. Joe Benjamin

# books The mental frontier

**The Soul of a New Machine.** By Tracy Kidder. Allen Lane The Penguin Press £7.50.

Tracy Kidder is a journalist, or, his preferred term, a writer, who gained access to a very curious and normally well-protected community, the hardware engineers and software specifiers who were conceiving, implementing and debugging a new computer architecture. The firm concerned, Data General, was a mean player, both in the English and the American sense, not only in marketing its products but also in housing and manipulating its engineers. Its methods worked: The engineers "signed up" to work all hours; their manager schemed and politicked to gather the resources they needed, to gain that company-wide acceptance that would allow their product to "get out the door", be actually marketed, and to isolate them from the pressures of the rest of the company. This isolation built peer-pressure and self-challenge as hard taskmasters in an open, egalitarian society in which individuals could safely grow.

Tracy Kidder's method, like Roger Graef's with *Police*, has worked for him too: he has given us, warts and all, an unputdownable book of the experience.

These people were working on and over the mental frontier. What they were engaged with had complexities and interconnections well beyond what any single mind could grasp as a whole. The people working on it had to be, and were, devious, divergent, determined intelligences. Mr

Kidder well conveys the engagement they needed, with each other and their problem, and the ruthless, ingenious tricks they challenged their management with.

Mr Kidder describes from outside and analyses from inside individuals. But, apart from West, a former folk-singer and future marketing-man, who was the project's only begueter and sole buffer with management upstairs and marketing and software out there, he doesn't, for me, communicate the sense of particular people.

He does admirably convey the exhaustion and satisfaction one feels in the small hours at the end of a debugging orgy. A member of the team simulated this for him by getting him to play *Adventure*, a *Dungeon and Dragons*-like computer game that has you drawing spidery maps of the "MAZE OF TWISTY LITTLE PASSAGES, ALL DIFFERENT", from which you escape into a "MAZE OF TWISTY LITTLE PASSAGES, ALL THE SAME".

But he never penetrated the central matter, he never learned what machine instructions look like and what is involved in executing them. "The Case of the Missing Nand Gate", a chapter devoted to detailing the search for a bug, rings false when he talks of planting an instruction where he should talk of planting an address.

Was this avoidance of the central mystery his decision not to be technical, or a gross decision to exclude him, or both? In each case the implications are fascinating.

John Laski

## Egyptian treasures

**Excavating in Egypt.** Edited by T. G. H. James. British Museum Publications £9.95. 0 7141 0932 0.

The activities of the Egyptian Exploration Society over the last hundred years are here presented in the form of nine articles by leading Egyptologists.

The Exploration Fund was started in 1882 to protect the ruins from destruction, and to fund excavations. The venture was successful owing to the skill and dedication of its origin-

al members. Working conditions were very hard but these devoted enthusiasts were rewarded by many artifacts, including a life sized statue of Hathor and even a mummified crocodile wrapped in papyrus documents. Through these finds an understanding of the life style, religion and burial customs of this most elaborate and long lasting culture was gradually built up.

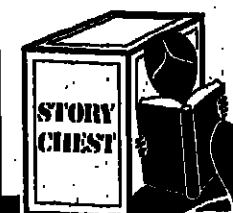
A current exhibition at the British Museum reveals the extent of the finds and brings to life descriptions in the book.

Frank Hughes

Learning to read by reading has always been an excellent but somewhat impractical idea, especially in the early stages when content, form and structure are such vital factors - but things are very different now thanks to a great new scheme introduced by E.J. Arnold...

Called Story Chest, it comprises 86 books in seven stages which encourages children to become independent readers as soon as possible. The beauty of the story method is its sheer enjoyment, the fact that reading and comprehension skills are learned naturally and the opportunity for success is very great.

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# books

## Head or heart

Richard Wilkinson on European history

**European Labour Protest 1848-1939.** By Dick Geary. Croom Helm £11.95. 0 85664 621 0

**The Collapse of the Concert of Europe.** By Richard Langhorne. Macmillan £10.00. 0 333 29211 1

**Western Europe since 1945.** By D. W. Urwin. Longman £5.95. 0 582 49071 5

**A History of Modern Europe 1789-1978.** By H. L. Posen. Heinemann £3.50. 0 434 31717 2

**Hilfer and the Germans.** By Ronald Gray. Cambridge University Press £1.95. 0 521 22702 X

**Weimar Germany and the Third Reich.** By J. F. Corkery and R. C. J. Stone. Heinemann £1.95. 86863 510 3

**Europe in Modern Times 1900-1975.** By David Evans. Edward Arnold £4.50. 0 7131 0472 4

Here are seven books on modern European history. Three are works of scholarship by specialist historians, four are school textbooks. All have merit. One of them is very good indeed.

Dick Geary breaks new ground. He rightly points out that books and university courses on "European Labour Movements" have really been nothing of the kind. They have been about the leaders and the ideologies of such movements, rather than about working-class people and their protests. *European Labour Protest 1848-1939* fills this gap. But do not be misled. Dick Geary is not Richard Cobb. He is not concerned with individuals; indeed I do not believe that he mentions a single member of the European working class by name. He is concerned with the growth and the achievements of organised political protest en masse.

## Children's literature

### Action men all

**Master of the Grove.** By Victor Kelleher. Kestrel £5.95. 0 7226 5730 7.

**Prince of the Godborn.** By Geraldine Harris. Macmillan £5.50. 0 333 32849 3.

**Planet of the Warlord.** By Douglas Hill. Victor Gollancz £4.50. 0 575 03009 7.

*Master of the Grove*, *Prince of the Godborn*, *Planet of the Warlord*: is this the great titling conspiracy? The first two also have interchangeable sinister covers. All three books are in many ways conventional, fitting neatly into ready-made slots on the library shelves and in their readers' minds. But if none of them shows great originality, they are all interesting examples of their kind.

*Master of the Grove* represents a considerable advance on Victor Kelleher's previous books. Here the story is its own meaning, not reducible to plot explanation; and although the landscape is familiar, the characters convince. The language is taut, and gains its effects from understatement and implication rather than the grandiose clamour to which so many literary fantasists are prone. The two main characters, Derin, a lame boy who has lost his memory, and Marina, a witch-woman who reviles Derin as an ingrate and a coward but nevertheless accompanies him on his journey through war-torn countryside to the two great centres of power, the City and the Grove, have an interesting relationship which keeps the reader guessing about their identities and intentions. Douglas Hill wants only to raise the temperature of the blond, to make the heart race. His readers will thank him for it, and take no harm. The violence is appalling, but Hill does not gloat; and the book is so cunningly choreographed that the fighting does have some of the slow-motion elegance that Hill's own descriptions ascribe to it. For once, the description "action-packed" is the literal truth.

*Prince of the Godborn* is a less intellectually demanding, less rewarding book: with more of the trappings of high fantasy, less of the substance. The names are ludicrous: Kerish-to-Taan, Yxin, Zyruiddella, Li-

## Social studies patchwork

**UNESCO Handbook for the Teaching of Social Studies.** Edited by Howard D. Mehlinger. Croom Helm £9.95.

I opened this book enthusiastically, but as with so many compendia on what and how to teach, I closed it depressed. This was not principally due to its stiff binding, which made it difficult to open, but because of its bland blend of hortatory platitudes and insultingly commonsense suggestions.

Its 11 chapters focus on planning and implementing a social studies programme, with the aim of raising the standard of social studies teaching and emphasizing the contribution of the subject "to the betterment of international understanding, cooperation and peace". It is intended primarily for teachers and teacher trainees.

Many of the articles, such as Wronski's "Social Studies Around the World", are so generalised that they descend to rhetoric, such as "the interrelatedness of humankind may be a pious platitude to some, but it is an overpowering fact of life to all" or to copy for Pseudo-Corner, such as "social studies is a multifaceted mosaic, a patchwork quilt, a collage of forms, structures and colours". Of the "theoretical" chapters, the most rigorous and useful is that by Professor Denis Lawton on "Foundations for the Social Studies". His synoptic presentation of the ideas of curriculum theorists should prove valuable to planners discussing the conceptual framework within which to present social studies. He summarises well the contributions of individual social sciences to a common social studies programme, though subject specialists will take issue with him over particular emphases. Especially convincing is Lawton's view that "social studies is not a body of knowledge of certain aspects

## Indian heritage

Victoria Neumark reviews exhibitions of village life and of technological achievement

**EXHIBITION**  
**Vasna** Inside an Indian Village Museum of Mankind, 6 Burlington Gardens, London W1. On for at least a year. Information sheets available. Admission free.

From the teacher's point of view, this must be the best exhibition in the Festival of India. A partial reconstruction of the village of Vasna, from the Western state of Gujarat, is authentic from the discarded wrapper of the washing soap to the life-size model of a bullock cart. The only thing missing is the smells - the rich scents of mingled woodsmoke, dung, hot earth and incense, of the growth and decay of the countryside which are so inseparable a part of a visit to a village like this. The exhibition is so well constructed that children from five to fifteen should be able to sense the texture of another way of life immediately.

An excellent use of space, and huge background photographs, have enabled the organizers to create their effect with relatively little. A few mud-brick and tiled roof exteriors give the visitor - past the village tree and the upturned string beds on which villagers sleep out at night, to the inside of a prosperous house.

The first room, entered through carved doors under festive embroidered hangings, is the store-room and living room. Around the loom (Vasna is a weaving village) are hung or strewn a newspaper, a shopping bag, the old radio. On the wall the family shrine, to the god Ganesh, is hon-

## Bridging a teenage gap

by Jack Cross

"The magazine has proved an invaluable aid... without such help we should be that much nearer to education flag days", wrote a Yorkshire economics teacher. He was referring to *Payday*, the free publication from National Girobank.

*Payday* seems successfully to bridge an awkward perceptual gap between school and the teenage culture. A lot of its articles are directly youth-oriented. Every issue contains something about pop music, clothes, pocket-money, sports, and attitudes to "YOP" and unemployment.

The writers handle such subjects - even horror movies and make-up - in such a way that reading leads to discussion and analysis, usually on their financial and commercial aspects.

Other features, such as those on the cost of education, the implications of the microchip and the problems of the Third World, provide serious backgrounds to stories that young people may usually find sensationalized in the tabloids.

The appeal of both language and format to youthful taste is direct and unashamed. An up-market version of those used in fan-magazines and romances. The editor, Roy Holmes (once part of the team that produced Schools Council newsletters on careers) has to keep a delicate balance. Not so many



Pictures from the "Vasna" exhibition at the Museum of Mankind

**EXHIBITION**  
**Indian Science and Technology** Science Museum, London SW7. Until August 1. Admission free

Did you know that the first dinghies were the river boats of the Ganges? Or that the Indians invented the zero and the system of place-counting in mathematics? In 400 BC the Indian sub-continent already had a system of medicine capable of curing many diseases (the Ayurvedic) whose drugs are being investigated by scientists today, had mastered the art of steel refining and had an advanced knowledge of astronomy.

Today India is not only a nuclear power but has also led the world in agricultural techniques (the "Green Revolution" which multiplied grain production in the Punjab) and alternative technology (for example, the biogas plants which transform cattle dung into fuel and fertilizing slurry).

Against the usual media images of the grinding poverty of India and the flurry of cultural hype over its artistic riches which attends this year's Festival of India, it is good to be reminded of this long, solid heritage of scientific achievement.

India is one of the great cradles of civilization. As long ago as 2500 BC, the Science Museum's aptly-designed small exhibition reminds us, the dwellers of the Indus Valley had mastered complexities not only of pottery and textiles but also of metallurgy, drainage, distillation and civil engineering to the point of being able to construct a large port-city (here reproduced in diorama).

What can be guessed about that early society shows it to have been rather rigidly planned, possibly already arranged in castes. The rise of the nomadic Aryans, cattle-drivers

## resources



Indian scientists have made great bounds to fulfil the "pledge of destiny" spoken of by Nehru in his Independence address. The third and final section of the exhibition shows the work of six famous Indian scientists and many of the artifacts which have transformed the face of India.

The bicycle, the tractor, the gas plant, the improved, sprung bullock cart and the autoricksha (scooter-taxi) are now so much a part of India that it is hard to realize they are the products of a mere 40 years. Less obviously, prosthetic limbs and family planning devices, water pumps and new strains of grain, educational television (a sample of which can be viewed), solar cookers and high-powered satellites which gather essential information on land type and use, are making more change possible.

Indian scientists have contributed to the theories of sub-atomic particles and cosmic ray showers and to discoveries of ionization and radio waves. They have catalogued butterflies and launched rockets. Outside the Science Museum the launcher for India's first satellite strains up into the sky. Just outside Delhi, the iron pillar also reaches up as high as its makers could push it.

So it was not a backward nation that the British took over. The second section of the exhibition deals with Western influences in the eighteenth and nineteenth centuries. The two greatest contributions made by the British were maps and railways. The Great Trigonometrical Survey of India, most strikingly represented by Lambton's Theodolite, had covered the whole vast area by the early part of the nineteenth century; by the end of it, railways had linked all the vital points of communication. Beautiful models of trains, and exquisite early maps, hint at the great feats of engineering produced by British organizers and Indian workmen.

Today, Indian science has made



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### Regional successes

by M. J. Clark

The Earth Today: Australia and New Zealand by Ruth Way Six filmstrips, handbooks and cassettes Visual Productions, 197 Kensington High Street, London W8 6BB. Filmstrip plus handbook, £4.75 each or £24.34 the set. Cassettes £2.60 each.

Fears that a regional focus in geography has been abandoned are at variance with the audio-visual output of the last decade. Systematic themes may have been added, but there is little sign that regional treatments have been lost.

The new VP series hides an entirely regional heart beneath its broadly systematic sub-headings. Physical basis (geology, climate, vegetation) comes first, followed by settlement, agriculture, minerals and energy - a conventional mould, but impressively fashioned with excellent pictures and a thoroughly informative commentary.

Each filmstrip is self-contained, and this set is very clearly an amalgam of components, rather than a unified argument. The target audience brackets, the 10-16 year age range; and consequently the handbooks are both substantial and multi-level. Each picture is supported by a summary narrative (which also forms the cassette commentary), followed by a brief picture description and more detailed background information.

The publisher's use of "narrative" to describe the linking commentary is illuminating. Although most filmstrips cover a balanced list of topics, they also impose a structuring theme which enhances continuity but somewhat pre-empt the choice of syllabus content within which the material can be presented.

This is particularly noticeable with Australia and New Zealand: How the Land Was Built which rests upon an imaginative but inflexible framework. First, the continent is explored visually to demonstrate its variety and reveal some underlying patterns. Then an explanation is given of the physical and human geography of the continent, turning the filmstrip into an Australian exemplification of plate tectonic theory rather than a plate-based explanation of Australian landscape.

Coupled with an odd but repeated glacial perspective on Ayers Rock, this approach fails to exploit the admirable potential of the problem-pattern solution format. The limited relevance of the plate tectonic basis is amply demonstrated by the fact that the author refers to it only once in the subsequent 210 frames.

Australia: Climate and Vegetation is another more appropriate and introduces material, a wide applica-

### Family vignette

Felicity Kinross on "How We Used to Live"

June 2, 1953. It seems a very long time since that euphoric year: the crowning of a young queen, the scaling of Everest, and the coming of age of television which screened the events.

All this is history to children of middle years viewing How We Used To Live 1936-53, the last of the topics in the 20 part series which saw the Hodgkins family into the TV age.

Other topics during the spring term have included the Victory celebrations and the aftermath of war, the big freeze of '47, the nationalization of the railways, the National Health Service, the New Look, and the 1951 Exhibition. Spring term programmes seem to have been set at a higher level than the Autumn Term, or perhaps the topics raised more complicated issues.

In the 17 years the Hodgkins family grew up, grew older, and multiplied fairly smoothly except for a jolt when Edward, the younger son, changed from short pants to long over a weekend. Most middle school children are sophisticated enough to recognize the difficulties of these transitions and to make the distinction, between dramatic reconstruction and what they call "real film" - the archive material used throughout the series. However, the use of reconstructions, in the guise of the newsreels seemed a rather suspect way of presenting historical material.

How We Used To Live has been criticized for providing vicarious experiences which have not led to deep study or examination of historical evidence. But since its principal aims were to give the feel of a period and to stimulate empathy and understanding, this seems unfair.

The series achieves these aims extremely well, and the programmes under review catch the feel of the period. They were set in a suburban semi-detached in the North, with lattice-framed windows, plain walls with narrow frieze. It was a more united family life than seems familiar today.

The series reflected well the drabness and austerity of the post war years, at the beginning of the fifties, the hope of a new era. One should not underestimate how much children learn from the varieties of

### Briefings

Radio & TV For schools

Because of the Pope's visit, all ITV Schools broadcasts scheduled for Fridays will be shown one week before the advertised date. This begins today, April 23, and continues until May 21.

Facts for Life (Friday, 23 April, 10.43 ITV)

"Family Matters" for the over-15 is made up of eight films to stimulate discussion on parenthood. "Expecting a Baby" describes the biological processes leading to pregnancy and the teaching of women as they have routine checks.

Are you "Happy in Your Job?" 14 to 16 year olds see four young people in Liverpool who find their jobs satisfying. They are involved in work in a shipping firm, an ultra-modern factory, the local Parks Department and the Bus Maintenance Dept. The French Programme (Tuesday, 11.30 BBC1)

"Realities françaises" is a series of programmes for sixth forms. A short introduction to the life of a "Café-micro-restauration" is followed by documentary film from French TV and a discussion session with French teenagers. Science Workshop (Wednesday, 9.30 Thursday, 10.10 BBC1)

Two programmes on "Plants" for nine to eleven year olds begins by explaining what seeds are and what they do.

Noticéboard (Thursday, 9.05 VHF) Claire Chouill, Head of School Broadcasting, Radio, will be talking about the BBC Annual Programme and some of the radio series planned for 1982/3. Scene (Thursday, 10.32 Friday, 14.02 BBC1)

A new play for 14-16 year old by Farrukh Dhondy, "Turn a Blind Eye" is about a Bangladeshi boy, and a blind man. The man is racially prejudiced and the boy questions his own heritage. Experiment: Physics (Thursday, 10.48 ITV)

Presenting important experiments in sixth form physics that not practicable for the school laboratory, filmed to allow pupils to make their own quantitative observations. This week's experiment is Cyclic for Helium, Nitrogen and Carbon Dioxide. Advanced Studies: Geography (Thursday, 11.40 VHF)

This radiovision series begins with "Environmental Monitoring", a programme included in response to request from teachers. It is intended as an introduction to "False Colour Photography". Spoken English (Friday, 9.30 VHF)

An alternative to "Speak" for younger and less able pupils in the secondary school. "Jobs for Boys" begins with a sequence of job fantasies, from DJ to postman, and lion tamer to parson. Continuing education

Micro in the Classroom (Sunday, 10.10 BBC1) Two programmes giving primary and secondary school teachers information and ideas on the application of micro-computers, video cassettes and videodisks. Education Shop (Sunday, 11.25 BBC)

A series encouraging parents to become more involved in their children's education. Here they are given advice on how to choose a school. Get By In Portuguese (Sunday, 17.30 Monday-Friday, 23.00 VHF)

Five programmes providing holidaymakers and businessmen with enough Portuguese to enable them to ask questions, understand simple answers, find their way, book accommodation and order food. The Montage (Tuesday, 9.05 BBC1)

A report of last term's programmes from French television, looking in general at less well known aspects of French and the French language. This week, an appreciation of the late Georges Brassens.

# Education, industry and society

An edited version of the Graham Clark Lecture in which Sir James Hamilton, permanent secretary at the Department of Education and Science, outlined the part education should play in maintaining peace and prosperity

To a degree, we are all captives of our own nostalgia and nowhere is this more true than in our nostalgia for education. Part of this nostalgia is the curious and widespread belief that there was at some time in the past a golden age for education in this country; a golden age which lasted but briefly and was followed by a decline into the abyss. It is an interesting aspect of this arcadian philosophy that for many people the golden age coincides with their own period of attendance at school.

Although examinations are suspect as an absolute measure of educational performance, I believe that it is legitimate to use them as an indicator of the broad trends. The results achieved at GCE A level, suggest to me admirable ability to cope with an increasing number of candidates while maintaining a modest increase in the percentage of young people who are successful (Fig. 1). In the 20 years from 1960 to 1980 the percentage of school leavers gaining one A level or more rose from 9 to 13 and the percentage gaining two A levels or more almost doubled. The same is broadly true of the results for those who pass the GCE at ordinary level.

Without leaning too heavily on the validity of examination results for the purposes of comparing performance it is, I believe, fair to suggest that these trends argue against the kind of major deterioration in performance which is all too often imputed to the schools by their more virulent critics. A qualitative confirmation of this broad conclusion comes from the admirable surveys of secondary and primary education in England conducted over the past few years by Her Majesty's Inspectors.

A sceptical and informed commentator could legitimately argue that 13 per cent of all school leavers take no examinations and a further 30 per cent or so take only the most vestigial of qualifications (Fig. 2). I have, therefore, said little of significance about the performance of youngsters in the lower half of the range of academic ability, and it is their education that is most open to criticism.

He could argue as well that relevance is about more than just a balance between arts and science; it covers a range of academic, vocational, and life skills appropriate to the modern world which schools fail to provide.

There is substance in these comments but rather than enter the arid terrain of where justice lies between education and its critics, I would like to concentrate on outlining a development programme that would allow schools' education to evolve in such a way as to meet the best perception of the demands of the twentieth and the twenty first century that we can establish. I accept that in a period of restraint on public expenditure, development is not easy but I do not accept the fashionable view that there is nothing to be done.

Curriculum I see advantage in the concept of a core curriculum of subjects to be taught by all pupils in secondary schools up to the age of 16. The content of the core is the subject of endless debate. I would certainly include English, mathematics and science and, if the pedagogical difficulties can be overcome, I would add a foreign language. I do not underestimate the problems of extending science and modern language teaching to all pupils up to the age of 16, and I hope that before long we shall be putting forward some ideas on both subjects.

reasons which are not hard to see, the combination of these market forces at the present time is such as to give the teaching profession entrants of high quality; happily this even applies to teachers qualified in subjects which have been a source of concern for some years, notably mathematics and the physical sciences.

But the number of new entrants every year is a small proportion of the total teacher force and it will be a decade or so before the full impact of these able new entrants begins to take effect. If the teaching profession is to meet the difficult and ever-changing tasks that lie ahead of it there are a number of things that have to be done.

First, a bigger and improved system of in-service training; second, a compassionate and fair means of moving out of the profession those who have simply not found their vocation within it; and third, much better methods of choosing, preparing, and training, those who are bound for the higher posts.

Pupils From what I have said so far it is clear that the education of all young people at school can be made better - whatever their academic ability; but whether one is concerned about industry or society at large, the most troubling problems relate to that 40 per cent at the lower end of the academic scale. Many of them finish their 11 years of schooling so anti-pathetic to education that they have no wish whatsoever to return to it; they constitute the major part of the 16 to 19-year-olds who are either in work, but without education, or are out of work; they represent the most vulnerable fraction of our community in terms of work for the future.

There is no easy solution to their difficulties; the sources of their lack of motivation are almost as varied as their individual personalities. Let me sketch four activities which might help.

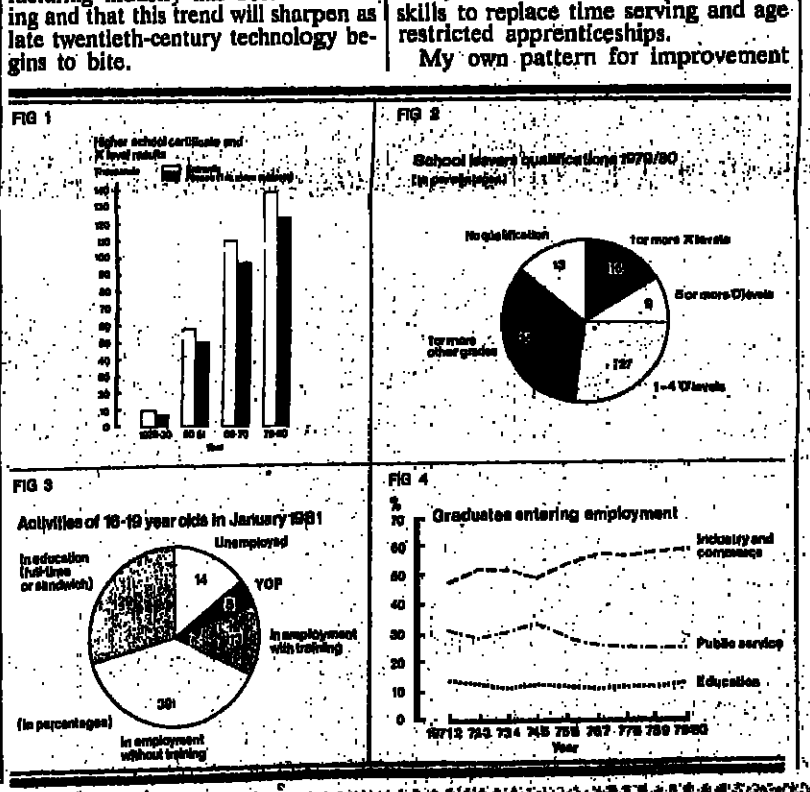
A move towards a pre-vocational approach particularly for the crucial years of 14-16. ● For those who are motivated by such an approach - an assurance that their thirst for education, however weak, will not be frustrated because of a lack of educational opportunity when they leave school;

● For those who remain unmotivated and antagonistic towards education a continued and determined attempt to keep them involved in the educational process after they leave school; and ● For all of them a more sensitive record of their achievements than is provided by formal examinations.

Most of us have a qualitative impression that employment in manufacturing industry has been decreasing and that this trend will sharpen as late twentieth-century technology begins to bite.

What I regard as one of the most important points in the White Paper is setting a target date of 1985 for recognized standards for all the main crafts, technician and professional skills to replace time serving and age restricted apprenticeships.

My own pattern for improvement



and development would be something on the following lines: ● A much better system of ladders and bridges: here as in other parts of education and training we need a clearer path up the ladder from unskilled to skilled to technician to professional; and a less convoluted means of moving from one ladder to another. I greatly admire the extent to which the United States has developed a system of educational credit transfers which had done much to reduce the amount of nugatory and repetitive work by the student without interfering in the autonomy of individual institutions. We need something of the same kind here and my Department is about to set in hand a pilot experiment to do just that.

● A better system of identifying skill shortages at the technician level: there is too much reliance at the present time on anecdote and guess work.

● A better balance between initial and continuing education; nowhere is this balance more significant than at a technician level. Here again, I suspect the problem is principally one of incentive rather than of educational initiatives.

Higher Education The first cherished myth held by many industrialists is that undergraduates are for the most part studying "useless subjects" like English literature and history and sociology. If I reject the restrictive view that only engineering and technology graduates contribute to commerce and industry, then I could argue with some justification that more than 60 per cent of the current intake of undergraduates are studying subjects of direct relevance to employment in the wealth-earning sector of our nation.

The second myth is that graduates - and even more so good graduates - prefer to linger in the pleasant groves of academe or the even more pleasant groves of the public service rather than join the heat and dust of the industrial and commercial battle. The evidence of recent years tells another story (Fig. 4). So much so, that the schools have been starved of young graduates with qualifications in subjects that make them attractive to industry and commerce. I think particularly of mathematics, physics, chemistry and modern languages.

Those of us in education have no illusions about the reasons for the present welcome increase in the number of young people with these qualifications who are seeking to enter the teaching profession.

Schools can have a major influence on the development of character and behaviour but they have the child for only about a quarter of his waking life and they have limited opportunity to restore and straighten up children whose life outside school is racked by many of the ailments of modern society. The point has a sharp and immediate relevance to the disturbances that occurred in Brixton and Toxted during the summer of 1981 and to the continuing variations even amongst quite young children that we have seen more recently.

In his report on the Brixton disorders Lord Scarman did criticise the schools in the area for a certain laxity in discipline but he clearly did not see failure in the education system as a significant influence in the propagation of these disturbances.

Against this background of a society in turmoil there is a growing consensus within education away from the idea of schools as engines of social change towards the concept that schools should concentrate on the one responsibility which they and no other agency have, that is to provide a good and relevant education. There is no real dichotomy between education for industry and education for society; the two go hand in hand.

The Graham Clark lecture is an annual event arranged by the Council of Engineering Institutions

### Engineering matters

Engineering is... Rolls Royce Colour, sound, 20 minutes On free hire from Central Office of Information Library. 16mm film or video cassette Support package, with project suggestions.

For the past two years the Department of Industry has been sponsoring a project at the Fulmer Research Institute. Fostering enthusiasm in schoolchildren has been the mission of Ron Lewin, who has set up workshops in schools and in-service courses for teachers and parents. And before time, some might say, glancing at the wreckage of British Industry in the light of the Finiston Report.

The Finiston Report laid equally heavy emphasis on the need for vocational guidance for potential engineers (the "supply-push"), and for far-sighted management recruitment policy (the "demand-pull"). Educators cannot hope to affect the upper echelons of engineering firms directly, but can welcome "missions" like Ron Lewin into the classroom and encourage an understanding of what engineering is.

One dynamic head who has done so is Eric Lloyd of Cox Green school in Berkshire. It is his pupils who are seen with Ron Lewin in the film of Engineering Is... groping their way through the various demands of practical problem-solving which Mr Lewin's formidable presentation

devised as an introduction to the start of thinking which engineering involves. It is surely no accident that school-leavers of Cox Green have a high rate of employment in the local industry with which Mr Lacy has built many links.

For, as the film makes clear, the participating workshops (unfortunately shown with obligatory pretty giggling girl) are only a beginning. By inter-cutting classroom sequences with footage of a real problem being solved at Rolls-Royce the message is made clear. Engineering is fun, yes - to the sense that it is stimulating to solve problems; it is also a real and vital way of solving problems in the world outside school.

Rolls-Royce are highly to be commended on the absence of hard sell in the film. The "glamour" of the engineering profession is not stressed. Shots of men (and very few women) creating, testing and approving ideas from drawing-board to prototype convey the fascination but also the application needed to be a "creative engineer".

The support package contains essential suggestions on how to mediate the film to a class of 13 to 16 year olds so that interest is cultivated.

Ron Lewin, Manager, Fulmer Industry Education Project, Fulmer Research Institute, Holybush Hill, Stoke Poges, Slough, SL2 4QD. Mervyn Pope







PRIMARY HEADSHIPS continued

HAMPESHIRE HAMPSHIRE COUNTY INFANT SCHOOL... Required for September, 1982...

KIRKLEES KIRKLEES METROPOLITAN ROBERT TOWN CE (C) SCHOOL... Applications are invited from suitably experienced teachers...

ROCHDALE EDUCATION DEPARTMENT HEADSHIPS

REQUIRED FOR 1ST SEPTEMBER 1982 Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools: 1. NORDEN COUNTY PRIMARY SCHOOL...

Lancashire County Council

At the following posts are required for 1st September, 1982. Closing date: 4th May, 1982. PRIMARY SCHOOLS For application form and addresses to whom completed forms should be sent, send a.s.a. (foolscap) to Chief Education Officer, P.O. Box 81, County Hall, Preston PR1 8PL.

The Borough is within easy reach of Central London and bordered by Epping Forest. Required for January 1983 CHASE LAKE JUNIOR SCHOOL... Head Teacher Group 7 Salary £11,705 - £12,810 plus £488 Outer London Allowance...

HILLINGDON

LONDON BOROUGH OF HILLINGDON ORANGE PARK JUNIOR SCHOOL... Required for September, 1982...

LEICESTERSHIRE LEICESTER MERRYDALE JUNIOR SCHOOL HEADSHIP - GROUP 5 HEAD required January 1982...

HUMBERSIDE EDUCATION COMMITTEE HEADS

REQUIRED FOR SEPTEMBER 1982 for BARMBY MARSH PRIMARY SCHOOL... Group 1, N.O.R. 1, 28, Age Range 3 - 11

MIDDLETONS PRIMARY SCHOOL Headship - Group 5 N.O.R. 269, Age Range 3 - 11

WEST SUSSEX

NORTHCHAPEL COUNTY PRIMARY SCHOOL Headship - Group 3, N.O.R. 37, Age Range 3 - 11

London Borough of ENFIELD EDUCATION DEPARTMENT HEADSHIPS

Vacant in September 1982 HAZELBURY JUNIOR SCHOOL... CARTERHATCH INFANTS SCHOOL... CUCKOO HALL INFANTS SCHOOL...

ilea Inner London Education Authority HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships: ADDISON (JM & I) SCHOOL... BECKFORD (JM & I) SCHOOL...

WILTSHIRE

CONHAM LYPIATT COUNTY PRIMARY SCHOOL Headship - Group 4 N.O.R. 183

WILTSHIRE

HOLT CONTROLLED SCHOOL Headship - Group 3 N.O.R. 106

HERTFORDSHIRE

ROBEY PAUL (R.C.) I.M.I. COUNTY COUNCIL... Applications are invited from suitably qualified and experienced teachers...

NORTHAMPTONSHIRE

GAYTON PRIMARY SCHOOL Headship - Group 1 N.O.R. 113

OXFORDSHIRE

CHIPPING NOTTON COUNTY PRIMARY SCHOOL Headship - Group 3 N.O.R. 113

WEST SUSSEX

PRINCE ALBERT CE (AIDED) JUNIOR SCHOOL Headship - Group 3 N.O.R. 113

WILTSHIRE

NORTH BRADLEY CE CONTROLLED SCHOOL Headship - Group 4 N.O.R. 183

WILTSHIRE

CONHAM LYPIATT COUNTY PRIMARY SCHOOL Headship - Group 4 N.O.R. 183

WILTSHIRE

HOLT CONTROLLED SCHOOL Headship - Group 3 N.O.R. 106

WILTSHIRE

HOLT CONTROLLED SCHOOL Headship - Group 3 N.O.R. 106

WILTSHIRE

CHILTRIF OF ENGLAND JUNIOR SCHOOL Headship - Group 3 N.O.R. 113

WILTSHIRE

HAYDON WICK IZL SCHOOL Headship - Group 3 N.O.R. 113

WILTSHIRE

SHACKLETON PRIMARY SCHOOL Headship - Group 3 N.O.R. 113

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SHACKLETON PRIMARY SCHOOL Headship - Group 3 N.O.R. 113

WILTSHIRE

SHACKLETON PRIMARY SCHOOL Headship - Group 3 N.O.R. 113

PRIMARY DEPUTY HEADSHIPS

REXLEY LONDON BOROUGH OF BEXLEY AND PRIMARY SCHOOL Headship - Group 3 N.O.R. 113

BRENT

LONDON BOROUGH OF BENTLEY JUNIOR MIXED & INFANTS SCHOOL Headship - Group 3 N.O.R. 113

ESSEX

GREAT WAKINGDON COUNTY PRIMARY SCHOOL Headship - Group 3 N.O.R. 113

ESSEX

GREAT WAKINGDON COUNTY PRIMARY SCHOOL Headship - Group 3 N.O.R. 113

DEPUTY HEADSHIPS

MEADOW FARM PRIMARY SCHOOL Headship - Group 3 N.O.R. 113

OVERSEAS PRIMARY SCHOOLS

OVERSEAS PRIMARY SCHOOL Headship - Group 3 N.O.R. 113

DEPUTY HEADSHIPS

MEADOW FARM PRIMARY SCHOOL Headship - Group 3 N.O.R. 113

DEPUTY HEADSHIPS

MEADOW FARM PRIMARY SCHOOL Headship - Group 3 N.O.R. 113

DEPUTY HEADSHIPS

MEADOW FARM PRIMARY SCHOOL Headship - Group 3 N.O.R. 113

CAMBRIDGESHIRE

NORTHERN AREA EDUCATION COMMITTEE... Applications are invited from suitably qualified and experienced teachers...

DORSET

ST. MARKS CE (VA) PRIMARY SCHOOL Headship - Group 3 N.O.R. 113

EALING

LONDON BOROUGH OF EALING FIRST SCHOOL Headship - Group 3 N.O.R. 113

ESSEX

GREAT WAKINGDON COUNTY PRIMARY SCHOOL Headship - Group 3 N.O.R. 113

HUMBERSIDE

EAST RIDING DIVISION... Applications are invited from suitably qualified and experienced teachers...

HUMBERSIDE

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HUMBERSIDE

EAST RIDING DIVISION... Applications are invited from suitably qualified and experienced teachers...

HUMBERSIDE EDUCATION COMMITTEE

WEST YORKSHIRE DIVISION... Applications are invited from suitably qualified and experienced teachers...

HUMBERSIDE

EAST RIDING DIVISION... Applications are invited from suitably qualified and experienced teachers...

HUMBERSIDE

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EAST RIDING DIVISION... Applications are invited from suitably qualified and experienced teachers...

WEST SUSSEX

THE CENTRAL C.E. (AIDED) JUNIOR SCHOOL... Applications are invited from suitably qualified and experienced teachers...

WEST SUSSEX

COLEFIELD C.E. (CONTROLLED) PRIMARY SCHOOL... Applications are invited from suitably qualified and experienced teachers...

WEST SUSSEX

THE HAWTHORNS FIRST SCHOOL... Applications are invited from suitably qualified and experienced teachers...

WEST SUSSEX

ST. MARY'S C.E. SCHOOL... Applications are invited from suitably qualified and experienced teachers...

WILTSHIRE

CHIPPENHAM JUNIOR SCHOOL... Applications are invited from suitably qualified and experienced teachers...

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CHIPPENHAM JUNIOR SCHOOL... Applications are invited from suitably qualified and experienced teachers...

WILTSHIRE

CHIPPENHAM JUNIOR SCHOOL... Applications are invited from suitably qualified and experienced teachers...

Scale 2 Posts and above

BARNET LONDON BOROUGH OF BARNET... Applications are invited from suitably qualified and experienced teachers...

BARNET

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London Borough of ENFIELD EDUCATION DEPARTMENT DEPUTY HEADSHIPS

Vacant in September 1982 DE BOHN INFANTS' SCHOOL... OAKTHORPE INFANTS' SCHOOL... Applications are invited from suitably qualified and experienced teachers...

London Borough of ENFIELD EDUCATION DEPARTMENT DEPUTY HEADSHIPS

Vacant in September 1982 ST PETERS R.C. J.M. & I. SCHOOL... Applications are invited from suitably qualified and experienced teachers...

HAMPSHIRE

FAIRFIELDS COUNTY INFANT SCHOOL... Applications are invited from suitably qualified and experienced teachers...

HAMPSHIRE

ARUNDEL COUNTY FIRST SCHOOL... Applications are invited from suitably qualified and experienced teachers...

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SUFFOLK

OLDFORD C.E. SCHOOL... Applications are invited from suitably qualified and experienced teachers...

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WILTSHIRE

CHIPPENHAM JUNIOR SCHOOL... Applications are invited from suitably qualified and experienced teachers...

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WILTSHIRE

CHIPPENHAM JUNIOR SCHOOL... Applications are invited from suitably qualified and experienced teachers...

CAMBRIDGESHIRE

ST. MARY'S CE (VA) PRIMARY SCHOOL... Applications are invited from suitably qualified and experienced teachers...

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CAMBRIDGESHIRE

ST. MARY'S CE (VA) PRIMARY SCHOOL... Applications are invited from suitably qualified and experienced teachers...

Waltham Forest logo and text: Waltham Forest logo with a tree and the text 'Waltham Forest'.

Havering logo and text: Havering logo with a tree and the text 'Havering'.

Waltham Forest logo and text: Waltham Forest logo with a tree and the text 'Waltham Forest'.



PRIMARY EDUCATION

ESSEX
THEYDON BOIS COUNTY
PRIMARY SCHOOL
Orchard Drive, Theydon Bois,
Essex CM18 7DH

HARINGEY
PROGRESS WITH
HUMANITY AND ALL
FOLLOW C.B.E. INFANT
School, 140, Riphoea,
London N6 4DD.

HARINGEY
PROGRESS WITH
HUMANITY AND ALL
FOLLOW C.B.E. J.M. &
1 SCHOOL
140, Riphoea,
London N6 4DD.

RICHMOND UPON
THAMES
QUEEN'S C.B.E. (A)2B
Cumberland Road,
Richmond, Surrey, TW9 1JH

SUFFOLK
THE OLL PRIMARY
School, Lowdham NR33
Tel: 01473 800 (5 to 10)
We are seeking a
Headteacher for the
school in the
September 1982.

WALTHAM FOREST
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AN EQUAL OPPORTUNITY
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BUCKINGHAMSHIRE
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MIDDLE
Milton Drive, Bletchley,
Milton Keynes MK1 1JH

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SCHOOL
140, Riphoea,
London N6 4DD.

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1 SCHOOL
140, Riphoea,
London N6 4DD.

KIRKLEES
METROPOLITAN
COUNCIL
Riverside,
Leeds LS10 1JH

LEICESTERSHIRE

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SCALE
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under secondary other
advertisements

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EMPLOYER

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RICHMOND UPON
THAMES

Middle School Education

DEPUTY HEADS/
SECOND MASTERS/
MISTRESSES

EALING
LONDON BOROUGH OF
EALING
LONDON BOROUGH OF
EALING

Scale 2 Posts and above

DORSET
DORCHESTER MIDDLE
SCHOOL
Queens Avenue, Dorchester,
Dorset DT1 1JH

DORSET

DORCHESTER MIDDLE
SCHOOL
Queens Avenue, Dorchester,
Dorset DT1 1JH

By Subject Classification

English

Scale 1 Posts

SUFFOLK
STOWMARKET MIDDLE
SCHOOL
Stowmarket, Suffolk
IP12 3JH

Home Economics

Heads of Department

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ST. JAMES C.E. (A)2B
MIDDLE SCHOOL
Stowmarket, Suffolk
IP12 3JH

Scale 1 Posts

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CHURNET VIEW MIDDLE
SCHOOL
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3JH

Scale 2 Posts and above

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SCHOOL
Stowmarket, Suffolk
IP12 3JH

Humanities

DORSET
DORCHESTER MIDDLE
SCHOOL
Queens Avenue, Dorchester,
Dorset DT1 1JH

Scale 2 Posts and above

KENT
RED HILL SCHOOL
Cheriton Court, East Sutton,
Kent ME17 1JH

Scale 1 Posts

STAFFORDSHIRE
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HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

Scale 1 Posts

SHROPSHIRE
EDUCATION COMMITTEE
MIDDLEWOOD COUNTY
SCHOOL
Dale Ave Way, Holtwood,
Shropshire, Shropshire

Scale 1 Posts

SHROPSHIRE
EDUCATION COMMITTEE
MIDDLEWOOD COUNTY
SCHOOL
Dale Ave Way, Holtwood,
Shropshire, Shropshire

Mathematics

Heads of Department

SUFFOLK
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MIDDLE SCHOOL
Stowmarket, Suffolk
IP12 3JH

Home Economics

Heads of Department

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MIDDLE SCHOOL
Stowmarket, Suffolk
IP12 3JH

Scale 2 Posts and above

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SCHOOL
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3JH

Scale 1 Posts

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SCHOOL
Churnet View, Leek, ST13
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Modern Languages

STAFFORDSHIRE
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SCHOOL
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STAFFORDSHIRE
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HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

Scale 1 Posts

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EDUCATION COMMITTEE
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SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

Scale 1 Posts

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EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

Physical Education

Heads of Department

SUFFOLK
ST. JAMES C.E. (A)2B
MIDDLE SCHOOL
Stowmarket, Suffolk
IP12 3JH

Scale 2 Posts and above

DORSET
DORCHESTER MIDDLE
SCHOOL
Queens Avenue, Dorchester,
Dorset DT1 1JH

Scale 1 Posts

DORSET
DORCHESTER MIDDLE
SCHOOL
Queens Avenue, Dorchester,
Dorset DT1 1JH

Scale 1 Posts

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EDUCATION COMMITTEE
CHURNET VIEW MIDDLE
SCHOOL
Churnet View, Leek, ST13
3JH

Scale 2 Posts and above

STAFFORDSHIRE
EDUCATION COMMITTEE
CHURNET VIEW MIDDLE
SCHOOL
Churnet View, Leek, ST13
3JH

Science

STAFFORDSHIRE
EDUCATION COMMITTEE
CHURNET VIEW MIDDLE
SCHOOL
Churnet View, Leek, ST13
3JH

Scale 2 Posts and above

STAFFORDSHIRE
EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

Scale 2 Posts and above

STAFFORDSHIRE
EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

BUCKS - WYCOMBE DIVISION
THE JOHN HAMPDEN SCHOOL
MARLOW HILL, HIGH WYCOMBE

Appointment of Head
Group 11

The Headship of this selective school for boys will become vacant from September 1982 and academically qualified and experienced teachers are invited to apply for the post. The appointment will be made for September 1982 or January 1983. Present roll 780, including 190 in the Sixth Form. Application forms and further particulars from Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks, on receipt of stamped addressed envelope. Closing date: 12th May, 1982.

Education
Appointment of
Headteacher

George Spencer Comprehensive School
Arthur Mead Road, Stapleford,
Nottingham NG9 7HZ
Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the retirement of the present Headteacher. Applications should be sent to the Head of Department, Education Officer, County Hall West Bridgford, Nottingham NG2 7OP. Closing date: 7th May, 1982.



EDUCATION DEPARTMENT
Tunbridge Wells Division

Appointment of
HEAD TEACHER
St Gregory's R.C. Comprehensive
School, Reynold's Lane
Tunbridge Wells, Kent TN4 9XL
(Group 10) Roll 804 (mixed)
Applications are invited from suitably qualified persons, who are practising Roman Catholics, for appointment from 1st January 1983, to fill the vacancy arising from the retirement of the Headmaster. Requests for an application form and further information should be sent with a large stamped addressed envelope to: The Clerk to the Governors, St Augustine's Church, Crescent Road, Tunbridge Wells, Kent TN1 2LY. Closing date 14th May, 1982.

Speech and Drama

Scale 1 Posts

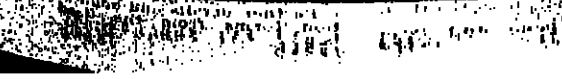
SUFFOLK
ST. JAMES C.E. (A)2B
MIDDLE SCHOOL
Stowmarket, Suffolk
IP12 3JH

Cheshire

VERDIN COMPREHENSIVE, WINSFORD,
CHESHIRE
Tel: Winsford 2300

HEAD TEACHER
(Group 11)

Applications are invited from suitably qualified and experienced teachers for the appointment of Head Teacher of this co-educational comprehensive school for pupils aged 11-18. The post falls vacant on the retirement of the present Headmaster and the appointment will take effect from the beginning of the Summer Term 1983. The school has approximately 1,280 pupils on roll of whom about 100 are in the Sixth Form. Application forms and further details may be obtained from the District Education Officer, Vale Royal District Education Office, Walling Street, Northwich, Cheshire CW9 6ET. Closing date: 21 May, 1982.



MIDDLE SCHOOL
EDUCATION

Scale 1 Posts

DORSET
BROADSTONE MIDDLE
SCHOOL
Broadstone, Dorset DT1 1JH

Scale 2 Posts and above

DORSET
DORCHESTER MIDDLE
SCHOOL
Queens Avenue, Dorchester,
Dorset DT1 1JH

Scale 1 Posts

DORSET
DORCHESTER MIDDLE
SCHOOL
Queens Avenue, Dorchester,
Dorset DT1 1JH

Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE
CHURNET VIEW MIDDLE
SCHOOL
Churnet View, Leek, ST13
3JH

Scale 2 Posts and above

STAFFORDSHIRE
EDUCATION COMMITTEE
CHURNET VIEW MIDDLE
SCHOOL
Churnet View, Leek, ST13
3JH

Science

STAFFORDSHIRE
EDUCATION COMMITTEE
CHURNET VIEW MIDDLE
SCHOOL
Churnet View, Leek, ST13
3JH

Scale 2 Posts and above

STAFFORDSHIRE
EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

Scale 2 Posts and above

STAFFORDSHIRE
EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

KIRKLEES

METROPOLITAN COUNCIL
Riverside,
Leeds LS10 1JH

Scale 1 Posts

DORSET
DORCHESTER MIDDLE
SCHOOL
Queens Avenue, Dorchester,
Dorset DT1 1JH

Scale 2 Posts and above

DORSET
DORCHESTER MIDDLE
SCHOOL
Queens Avenue, Dorchester,
Dorset DT1 1JH

Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE
CHURNET VIEW MIDDLE
SCHOOL
Churnet View, Leek, ST13
3JH

Scale 2 Posts and above

STAFFORDSHIRE
EDUCATION COMMITTEE
CHURNET VIEW MIDDLE
SCHOOL
Churnet View, Leek, ST13
3JH

Science

STAFFORDSHIRE
EDUCATION COMMITTEE
CHURNET VIEW MIDDLE
SCHOOL
Churnet View, Leek, ST13
3JH

Scale 2 Posts and above

STAFFORDSHIRE
EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

Scale 2 Posts and above

STAFFORDSHIRE
EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

LINCOLNSHIRE

KING'S V.C. DAY AND
BOARDING GRAMMAR
SCHOOL
Grantham

Scale 1 Posts

DORSET
DORCHESTER MIDDLE
SCHOOL
Queens Avenue, Dorchester,
Dorset DT1 1JH

Scale 2 Posts and above

DORSET
DORCHESTER MIDDLE
SCHOOL
Queens Avenue, Dorchester,
Dorset DT1 1JH

Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE
CHURNET VIEW MIDDLE
SCHOOL
Churnet View, Leek, ST13
3JH

Scale 2 Posts and above

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Churnet View, Leek, ST13
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Science

STAFFORDSHIRE
EDUCATION COMMITTEE
CHURNET VIEW MIDDLE
SCHOOL
Churnet View, Leek, ST13
3JH

Scale 2 Posts and above

STAFFORDSHIRE
EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
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Highfield Grove, Stafford,
Stafford ST16 1JH

Scale 2 Posts and above

STAFFORDSHIRE
EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

AVON COUNTY

ST. ANDREW'S SCHOOL
Stroud, Gloucestershire
GL8 1JH

Scale 1 Posts

DORSET
DORCHESTER MIDDLE
SCHOOL
Queens Avenue, Dorchester,
Dorset DT1 1JH

Scale 2 Posts and above

DORSET
DORCHESTER MIDDLE
SCHOOL
Queens Avenue, Dorchester,
Dorset DT1 1JH

Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE
CHURNET VIEW MIDDLE
SCHOOL
Churnet View, Leek, ST13
3JH

Scale 2 Posts and above

STAFFORDSHIRE
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Churnet View, Leek, ST13
3JH

Science

STAFFORDSHIRE
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Churnet View, Leek, ST13
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Scale 2 Posts and above

STAFFORDSHIRE
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Highfield Grove, Stafford,
Stafford ST16 1JH

Scale 1 Posts

STAFFORDSHIRE
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Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE
HIGHFIELD GROVE MIDDLE
SCHOOL
Highfield Grove, Stafford,
Stafford ST16 1JH

SECOND
MASTER/MISTRESS
(DEPUTY HEAD GROUP 11)

Rivington High School (11-18 years mixed
Comprehensive: 1002 on roll, 49 in sixth form)
Rivington Road, St. Helens WA10 4ND
Applications are invited for the post of Second Master/Mistress of the above school. The successful candidate will be a member of the senior management and policy-making team and will be expected to assume responsibility for the oversight of all pastoral work for girls. However the specific areas of responsibility will be related as far as possible to the experience and qualifications of the person appointed. It is hoped to make an appointment for September, 1982. Further details and application forms are available from the Headmaster to whom completed applications should be returned as soon as possible.

Cheshire

TARPORLEY COUNTY HIGH, EATON ROAD,
TARPORLEY, CHESHIRE
TEL: TARPORLEY 2830

HEAD TEACHER
(Group 11)

Applications are invited from suitably qualified and experienced teachers for appointment as Head Teacher of this co-educational comprehensive school for pupils aged 11-18. The post is available from 1 January, 1983 or earlier if possible. The school serves a number of villages in the rural area around Tarporley and has approximately 1020 pupils on roll of whom some 105 are in the Sixth Form. Application forms and further details may be obtained from the District Education Officer, Vale Royal District Education Office, Walling Street, Northwich, Cheshire CW9 6ET. Closing date: 21 May, 1982.

Cheshire

TARPORLEY COUNTY HIGH, EATON ROAD,
TARPORLEY, CHESHIRE
TEL: TARPORLEY 2830

HEAD TEACHER
(Group 11)

Applications are invited from suitably qualified and experienced teachers for the appointment of Head Teacher of this co-educational comprehensive school for pupils aged 11-18. The post falls vacant on the retirement of the present Headmaster and the appointment will take effect from the beginning of the Summer Term 1983. The school has approximately 1,280 pupils on roll of whom about 100 are in the Sixth Form. Application forms and further details may be obtained from the District Education Officer, Vale Royal District Education Office, Walling Street, Northwich, Cheshire CW9 6ET. Closing date: 21 May, 1982.



EDUCATION DEPARTMENT -
GANTERSBURY DIVISION

Simon Langton Girls' School,
Old Dover Road, Canterbury
(an 11-18 voluntary controlled grammar school
of 816 pupils)

DEPUTY HEAD TEACHER
(Group 10)

Responsibilities will be agreed according to personal aptitudes and experience, but an interest in Curriculum Development in a school with a strong academic tradition is welcome. Previous applicants still under consideration. Please send a.c.e. for further details. Apply by letter, stipulating curriculum vitae and the names and addresses of two referees, to the Headmaster at the school as soon as possible.





SECONDARY SCHOOLS

HISTORY

Head of Department

COMMERCE

Head of Department

SYDENHAM (SG)

WAVELLEY (SG)

HOME ECONOMICS

Head of Department

ENGLISH

Head of Department

LONDON NAUTICAL (SI)

KINGSDALE (SM)

ST. THERESA'S R.C. (SO)

PLUMSTEAD MANOR (SO)

SCOTT LIDGETT (SB)

BACONS CE (SM)

ST. WALTER ST. JOHN'S (SO)

PLUMSTEAD MANOR (SG)

CROWN WOODS (SI)

Scale 1 Post

REMEDIAL WORK

Head of Department

MATHEMATICS

BACONS CE (SM)

ST. RICHARD OF CHESTER R.C. (SM)

ENSHAM (SO)

Head of Department

ST. RICHARD OF CHESTER R.C. (SM)

ENSHAM (SO)

Head of Department

MUSIC

Head of Department

GARRATT GREEN (SO)

Head of Department

DANFORD (SB)

Head of Department

BOV (SB)

Head of Department

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Head of Department

Head of Department

Head of Department

Inner London Education Authority

Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.

RELIGIOUS EDUCATION

Heads of Department

Head of Department

Head of Department

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PRIMARY SCHOOLS

HEADSHIPS

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PRIMARY SCHOOLS

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PRIMARY SCHOOLS

HEADSHIPS



Application forms for the following appointments, except for Headships and where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. Application forms for Headships should be obtained from and returned to the appropriate Area Education Officer. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS Secondary

Uffculme Comprehensive School, Uffculme, Cullompton, EX15 3AG. (Roll 670) Head (Group 9) Required January 1983 for this 11-16 years mixed comprehensive school. Application forms and further details (see please) Area Education Officer, Morwenston, 7 Barnfield Crescent, Exeter, EX1 1SU. Closing date 7th May 1982. ★ ★ ★ ★ ★

HEADTEACHERS Primary

Torquay, Cockington Primary Old Mill Road, Torquay (Roll 348) Head (Group 8) Required January 1983 or earlier if possible. Application forms and further details (see footnote) from Area Education Officer, Oldway, Paignton. Closing date 10th May 1982.

Okehampton County Primary School North Street, Okehampton, EX20 1AR (Roll 380) Head (Group 8) Required September 1982 or January 1983. Further details and application forms from Area Education Officer, Civic Centre, Plymouth, PL1 2EW. Closing date 14th May 1982. ★ ★ ★ ★ ★

DEPUTY HEADTEACHERS Primary

Exmouth, Exeter Road County Primary School Exmouth, EX8 1PU. (Roll 319) Deputy Head (Group 8) Required September 1982. General responsibilities for third year junior class plus a major area of curriculum development. All applicants are asked to state curriculum interests. Closing date 7th May 1982.

Crediton Lansdowne County Primary School Crediton, EX17 3JH. (Roll 196) Deputy Head (Group 4) Required September 1982. Enthusiastic and committed Upper Junior Teacher for this semi open plan school. Applicants must be able to offer Music or Art and Craft display. Closing date 6th May 1982. ★ ★ ★ ★ ★

SCALE POSTS Secondary

Cullompton (11-16 years) Comprehensive School Cullompton, EX15 1DX (Roll 623) Scale 4 - Head of Science and Head of Year Required September 1982 a biologist. Closing date 7th May 1982.

Tavistock School Crowndale Road, Tavistock, PL19 8DD. (Comprehensive: 1925 on roll including 230 in Sixth Form) Scale 3 - Head of Biology Required September 1982, to organise the teaching of the subject and to assist the Head of Science with the planning of Combined Science courses. Closing date 7th May 1982.

Devonport Secondary Park Avenue, Devonport, Plymouth, PL1 4RL. (Roll 501) Scale 3 Head of Geography/Resources Required September 1982 to teach Geography/Environmental Studies up to CSE and 'O' level and to be responsible for resources. Closing date 7th May 1982.

West Devon Scale 3 - Technology Required to introduce technology courses up to 'A' level in a consortium of schools in Plymouth. Further details and application form from Area Education Officer, Civic Centre, Plymouth. Closing date 7th May 1982.

Torquay Boys' Grammar School Barton Road, Torquay. (Roll 741) Scale 3 - English Required for September 1982, to be 2nd in the Department. Closing date 7th May 1982.

Kingsbridge School and Community College Kingsley Road, Kingsbridge. (Roll 1090) Scale 3 - Counsellor (60%) Required September 1982 a part-time (50%) School Counsellor (in first instance for one year) to work with the guidance team of this mixed 11-18 Comprehensive. Closing date 7th May 1982.

Paignton School Waterlens Road, Paignton. (Roll 1562) Scale 3 - Mathematics Required September 1982 as 2nd in department, with

particular responsibility for 3rd, 4th and 5th year pupils on Upper School site. Scale 1 - Humanities Required September 1982 to teach Humanities (Geography, History, RE) to 1st and 2nd year pupils on Lower School site. Scale 1 - Maths and Science Required September 1982 to teach both subjects to 3rd, 4th and 5th year pupils. Closing date 7th May 1982.

Dawlish Comprehensive Elm Grove Road, Dawlish. (Roll 798) Required September 1982 in this Group 10, mixed 11-16 school. Scale 3 - English Duties will include responsibility for the Library and involvement in the development of Information Technology.

Westlands School Warbro Road, Torquay. (Roll 1250) Required September 1982 in this 11-18 mixed, Bilateral School. Scale 3 - Head of Remedial Department To take over an active and well organized department. Scale 1 - English To teach the subject throughout the age and ability range. An interest in the school library would be an advantage. Scale 1 - Religious Education To teach the subject throughout the age and ability range. Scale 1 - Art To teach the subject throughout the age and ability range. Closing date 7 May 1982.

Penlee Secondary School Somerset Place, Stoke, Plymouth. (Roll 780) Required September 1982 (1) Scale 3 - Head of Science A graduate physics specialist with a sound knowledge of other sciences and with the experience and ability to develop work programmes suitable for the full ability range. (2) Scale 3 - Head of Humanities A graduate Geography specialist who, through his or her knowledge of the contributions of other subjects, had the ability to lead a team of teachers in developing new curricular, with particular reference to World Studies. (3) Scale 1 - Religious Education To take responsibility for the subject but, in the Lower school particularly, will need to work as one of a team. (4) Scale 1 - Compensatory/Remedial Prepared to work with 3rd, 4th and 5th year pupils whose needs require a move away from a traditional subject based curriculum. Some Lower school work could be part of the programme. Closing date 7th May 1982.

Crediton, Queen Elizabeths (11-18 years) Comprehensive School and Community College Western Road, Crediton. (Roll 1722) Scale 2 (Three Posts) Required September 1982 (1) Mathematics Graduate to teach throughout the School up to 'A' level and OXbridge Entrance. An ability to teach statistics/Computing would be an advantage. Some responsibility for the development of courses will be expected. (2) Chemistry To teach throughout the school including 'A' level. Physical Science is taught to the first two years with Nuffield Chemistry thereafter. (3) Compensatory Experienced in promoting a more positive school experience for small groups of 14-16-year-olds. Familiarity with behaviour modification techniques and individual and group counselling would be an advantage. The successful candidate will be expected to work closely with year heads and subject specialists. Closing date 7th May 1982.

Uffculme Comprehensive (11-16 years) School Chapel Hill, Uffculme, Devon, EX15 3AG. (Roll 670) Required September 1982. Scale 2 - Music To be in charge of subject throughout the school. Scale 2 - Personal, Social and Moral Education To initiate and develop suitable courses in Years 1-3. Scale 1 - Art With subsidiary metalwork or woodwork, to work mainly with Years 1-2 and 3. Scale 1 - Geography Graduate to help with Introduction of World Studies.

Ottery St Mary, The Kings (Co-Educational (11-18) Grammar) School Ottery St Mary, EX11 1RA. (Roll 810) Required September 1982. In this school reorganizing for its first comprehensive intake in September 1982. Scale 3 - Head of Resources To develop and implement a school policy on Resources. It would be an advantage if the candidate was able to teach Mathematics or Science. Scale 1 - Boys PE To teach all age groups and to take a full part in the wide range of extra-curricular team sports. The post

also involves the leadership of and responsibility for an extensive programme of outdoor pursuits. Scale 1 - English Graduate to teach the subject to all ages and abilities including 'A' level. Closing date 7th May 1982.

Honiton (11-16 years) Community College School Lane, Honiton, EX14 8WQ. (Roll 890) Scale 2 (Three Posts) Required September 1982 in this school reorganizing as an 11-18 Comprehensive in September 1982. (1) English Team Leader Experience of 'A' level work and Drama desirable. (2) Geography and World Studies Ability to teach to 'A' level essential as the commitment to lower school integrated courses in Humanities. (3) Biology To develop 'A' level within the Science department. Closing date 7th May 1982.

Eggbuckland School Westcott Close, Eggbuckland, Plymouth, PL8 5YB. (Roll 890 rising to 1250 by 1988) Scale 2 (Two Posts) Required September 1982 in this new 11-18 Comprehensive School opened in 1979. (1) Lower School Science To be responsible to the Head of Faculty for lower school science which is based on a Nuffield approach. An ability to teach a little lower school Mathematics would be useful. (2) Physical Science Graduate able to teach to 'O' level, and possibly either some Physics or Chemistry, to join specialist science team. Closing date 7th May 1982.

Exeter The Priory (12-16 Years) Comprehensive High School Earl Richards Road South, Exeter. (Roll 760) Scale 1 - Remedial/Compensatory Education Required September 1982 to join a well established team teaching slow learners and those with specific learning difficulties mainly in the lower school. Initially, an ability to assist with girls PE/Games an advantage. Closing date 7th May 1982.

Efford Secondary School Blandford Road, Efford, Plymouth, PL3 6HU. (Roll 230) Scale 1 - Girls PE and Games Required September 1982 for principally Girls PE and Games to all ages with some teaching commitment to pupils requiring remedial assistance, especially in literacy. Applications are invited from teachers taking up their first appointment. Closing date 7th May 1982.

Plymstock School Church Road, Plymstock, PL9 9AZ. (Roll 1350) Scale 1 (3 Posts) (1) History Able to teach up to 'A' level. (2) Economics Able to teach English and/or History as subsidiary subject(s). (3) Remedial Able to take Remedial, lower ability and extension groups of all ages. Closing date 7th May 1982.

Notre Dame Comprehensive School for Girls Looseleigh Lane, Derriford, Plymouth, PL6 6HN. (Roll 720; Sixth Form 120) Scale 1 (3 Posts) Required September 1982, for this school for all Roman Catholic girls of the area: (1) German and French To CSE and possible 'A' level. (2) To offer a combination of two or more of the following: Religious Education, English, History, Geography, Economics, Political Education, World Studies, Drama (Two Posts) Preference will be given to Roman Catholic applicants. Closing date 7th May 1982.

Cullompton (11-16 Years) Comprehensive School Cullompton, EX15 1DX. (Roll 623) Scale 1 (Temporary) - English/Drama Graduate required September 1982 for one year to teach English to all levels of ability including examination groups in the Upper School. Ability to contribute to the teaching of Drama in the Lower School is essential. Closing date 7th May 1982.

Devonport Secondary School Park Avenue, Devonport, Plymouth, PL1 4RL. (Roll 501) Scale 1/2 Religious Education Required September 1982 for RE in lower school and to develop moral and social education courses with senior pupils. Possible scale 2 post for suitable applicant. Closing date 7th May 1982.

Plympton Grammar School Seymour Road, Plympton, Plymouth, PL7 3BH. (Roll 940) Scale 1 - Biology Required September 1982. Sixth Form work available for suitably qualified candidates. The School is to be reorganised from September 1982 into a seven form entry comprehensive. Closing date 7th May 1982.

continued

Sutton High School Regent Street, Plymouth. (12-18 Boys Grammar School). (Roll 560) Scale 1 - Physics (Readvertisement) Required September 1982 to teach to GCE 'O' and 'A' levels. Previous applicants will be reconsidered. Closing date 7th May 1982.

Eggbuckland School Westcott Close, Eggbuckland, Plymouth, PL8 5YB. (Roll 890 rising to 1250 by 1988) Scale 1 (Two Posts) Required September 1982 in this new 11-18 Comprehensive School, opened in 1979. (1) Biology Graduate able to teach to, at least 'O' level and also to contribute Lower School Combined Science. (2) Lower School Integrated Studies Centred on History, Geography and RE but also contains some Science, Art and Drama. An ability to teach Lower School English would be an advantage. Closing date 7th May 1982.

Totnes, King Edward VI Comprehensive School (Roll 1520) Scale 1 (Three Posts) Required September 1982. (1) Mathematics Two mathematics graduates to join a successful department of 10. Applicants required to teach across the full ability range CSE, 'O' and 'A' level (pure mathematics, mechanics or statistics) further Maths and 'S' level. (2) Craft Design and Technology To teach the subject throughout the school including the 6th Form. Further details of these posts are available from Headmaster on receipt of see. Closing date for applications - 10th May 1982.

Exeter, Vincent Thompson (12-16 Years) Comprehensive High School, Ringswell Avenue, Exeter, EX1 3EG. (Roll 709) Scale 1 (Temporary) - Integrated Science Required September 1982 for one year to teach lower school integrated science with some biology and health and social education. Permanent holder on one year's secondment. Closing date 7th May 1982.

Burleigh Secondary School Burleigh Lane, Plymouth, PL3 5PP. (Roll 504) Scale 1 - Needlework/Design Required September 1982, to CSE standard. Ability to teach cookery could be an advantage. Closing date 7th May 1982.

Coombe Dean School Charnhill Way, Plymstock, Plymouth, PL9 8ES. (Roll 920) Scale 1 (Two Posts) Required September 1982. (1) Mathematics To 'A' and 'A' level. Subsidiary-Physics highly desirable. (2) Design Technology Closing date 7th May 1982.

Wideley High School for Boys Wideley Lane, Crownhill, Plymouth, PL6 5JJ. (Roll 428) Scale 1 - Biology Required September 1982 for Biology up to and including CSE, 'O' and 'A' level. A willingness to assist with Games would be an advantage. Closing date 7th May 1982.

Eggbuckland School Westcott Close, Eggbuckland, Plymouth. (Roll 1982 - 890 rising to 1250 by 1988) Scale 1 (2 - Art (Graphics and Communication Design) Required for September 1982, in this 11-18 Comprehensive opened in 1979. To use photography in the development of imaginative and creative print making. An ability to organize the documentation of visual resources with the Creative Studies Block would be an advantage. Scale 2 available for suitably qualified and experienced teacher. Closing date 7th May 1982.

Tavistock School Crowndale Road, Tavistock, PL19 8DD. (Comprehensive 1925 on roll including 230 in Sixth Form) Scale 1 - (2 Posts) Required September 1982. (1) Physics To CSE 'O' and 'A' level together with Combined Science. Candidates with suitable experience or interest may be offered the opportunity to teach Control Technology or Electronics to CSE and 'O' level. (2) Home Economics To 'A' level and also to teach one or more of Child Care, Community Care and Needlework. (3) Commercial Subjects To be mainly responsible for a new Sixth Form Commerce Course and also to assist with other teaching in a large and well-established department. Typewriting and English for Office Skills are essential subjects and the ability to assist with some of Commerce, Office Practice, Principles of Accounts, Commercial Arithmetic and Shorthand would be an advantage. Closing date 7th May 1982.

Holsworthy School and Community College Victoria Hill, Holsworthy EX22 6JD. (Roll 554) Scale 1 (Two Posts) Required September 1982. English/French

To work as a member of the Communications Faculty Team. Applicant should be graduate teacher who can offer both English and French to CSE or O level. English will be main subject taught but a good level of fluency in French is hoped for.

Dartmouth School and Community College Milton Lane, Dartmouth. (Roll 444) Scale 1 - Music Required September 1982 or earlier if possible in this mixed 11-18 school. Closing date 7th May 1982.

Crediton, Queen Elizabeth's (11-18 Years) Comprehensive School and Community College Western Road, Crediton. (Roll 722) Scale 1 (Eleven Posts) Required September 1982. (1) Compensatory Remedial teacher required to support small groups of children with a wide range of learning difficulties in the 11-14 year age group. (2) Design and Technology (3) Drama This is an established examination subject within the school. (4) Fashion and Textiles Required for 1 year due to the secondment of the permanent post-holder. Teaching will range from Lower School work to CSE Mode 3 and GCE 'O' Textiles, and some 6th form general interest work. The present holder of the post has also been active in the Community College. (5) Geography Throughout the school including 'A' level. An interest in field work is a pre-requisite. A graduate mathematician to teach across the full age and ability range, including OXbridge entrance. The Department teaches in Mixed Ability Groups in Years 1-3. Teaching in Statistics and/or computing would be available to a suitable applicant. (7) Modern Languages A graduate in German, French an advantage. (8) Boys' PE and Games Required for year 10 due to the secondment of the permanent post-holder. A second subject is required, preferably Science or Geography. (9) Girls' PE All levels in the School and to co-ordinate Dance within the Department. (10) Religious Education At all levels including 'A' level. There are interesting links with Classical Studies in the Lower School while the Department offers 'Men and Beliefs' as a core study to 4th and 6th year pupils. (11) Specific Learning Difficulties To assist in a Unit serving the whole County and catering for children with average or above average intelligence but with specific learning difficulties. Candidates should have specialist qualifications/experience. Closing date 7th May 1982.

Southway School Rockfield Avenue, Southway, Plymouth. (Roll 1550) Scale 1 (Three Posts) (1) Economics Graduate able to offer History and with an interest in World Studies. (2) Mathematics Graduate to teach across the full ability range. An interest in micro-processors and their application would be an advantage. (3) German with French Graduate to teach across age and ability range. Closing date 7th May 1982.

Honiton (11-16 Years) Community College School Lane, Honiton, EX14 8WQ. (Roll 890) Scale 1 (Three Posts) Required September 1982 in this school reorganizing as an 11-18 Comprehensive in September 1982. (1) Religious Education With Personal and Social Education. Ability to teach 'A' level desirable. Scale 2 post available. (2) Boys PE Junior Religious Education an advantage. (3) English An interest in Drama to exam level an advantage. Closing date 7th May 1982. ★ ★ ★ ★ ★

SCALE POSTS Primary North Prospect Nursery School

Ham, Plymouth. (40 place Nursery - 64 on roll) Scale 1 (Readvertisement) Required September 1982, with Nursery training and/or experience. Interest in language development, parental involvement and training NNEB students. Previous applicants will be reconsidered. Closing date 7th May 1982. ★ ★ ★ ★ ★

SCALE POSTS Special Paignton, Mayfield Special School Torquay Road, Paignton. Scale 2 (8) Required for September 1982. Responsibility for developing the curriculum with senior pupils. Closing date 7th May 1982. ★ ★ ★ ★ ★

FURTHER EDUCATION Plymouth Part-Time Adult Literacy Co-ordinator - £4080 PA We are seeking a suitably qualified person for this post concerned with the management of the local Education Authority's scheme of adult literacy training in Plymouth. Duties include the enrolment, training and ongoing support of a dedicated team of voluntary tutors, together with the initial assessment of 'clients' and their matching with tutors, mainly on a one-to-one basis. You should, in addition to qualities of sympathy and discrimination, have qualifications in remedial education, and previous experience of work in the adult literacy field would be a distinct advantage. You will be required to work a minimum of 16 hours per week which will involve some evening sessions. Application form and further details from the Area Education Officer, Civic Centre, Plymouth, (see please). Closing date 5th May 1982.

Sidmouth School and Community College Primley Road, Sidmouth. (Roll 858) Lecturer 1 - Co-ordinator of Vocational Training Programmes Required July 1982 initially for a one year contract, a person to co-ordinate a school-based post-16 vocational training programme and an MSC funded one-year work skills course based at the Youth Centre. Candidates should be willing to break new ground in establishing these Mensell-type courses. Closing date 7th May 1982. ★ ★ ★ ★ ★

OTHER POSTS Beacon Lodge Scott Hospital, Plymouth Scale 2 Required September 1982 to work with primary aged pupils attending this child psychology in-patient unit. Previous experience with special education needs is desirable. Application forms and further details from Area Education Officer, Civic Centre, Plymouth, PL1 2EW. Closing date 7th May 1982.

1. West Devon - Violette 2. North Devon - Woodwind 3. South and East Devon - Cello/Double Bass Scale 1 (Instructor) Required from September 1982, in accordance with the expansion of instrumental work in Devon schools, the Authority is seeking to appoint three full-time teachers/instructors. Applicants should be skilled instrumentalists and preference will be given to qualified teachers willing to undertake the development of interest in instrumental work in Primary and Secondary schools. Application forms and further details are available (SAE please) from the Individual Area Education Officers 1. West Devon - Civic Centre, Plymouth. 2. North Devon - Civic Centre, Barnstaple. 3. South and East Devon - Morwenston, 7 Barnfield Crescent, Exeter.

North Devon Scale 4 - Senior Area Music Tutor Required September 1982 or earlier. Based in Barnstaple he/she will be responsible to the County Music Adviser for organizing music education in schools in the North Devon Area. Application forms and further details from the Area Education Officer, Civic Centre, Barnstaple, EX31 1EG. Closing date 7th May 1981.

SCALE POSTS Primary

North Prospect Nursery School



Special Co 116



METROPOLITAN BOROUGH OF Rochdale

EDUCATION DEPARTMENT
MIDDLE AND HIGH SCHOOLS
REQUIRED FOR SEPTEMBER 1982
DUNFORD HIGH (11-14)
1. WOODWORK AND SOME MATHEMATICS SCALE 1
2. ART AND DRAMA SCALE 1
3. FRENCH AND ENGLISH SCALE 1
4. TEMPORARY FOR 1 YEAR
SCALE 2 BOYS PE AND SOME GEOGRAPHY.

HOWARTH CROSS MIDDLE (10-13)
Albert Royds Street, Rochdale
HEAD OF HUMANITIES SCALE 3
An enthusiastic and forward looking teacher is required to lead a team of colleagues teaching the subject in the second and third years and to co-operate with the first year co-ordinator. A knowledge of and keen interest in language development would be an advantage.

SHAWFIELD NORDEN COMMUNITY (10-13)
Shawfield Lane, Rochdale
TEMPORARY MATHS SCALE 1
For purpose built community middle school age range 10-13 to join well established team in teaching mathematics across the whole ability range. Knowledge of SMP and an interest in real problem solving an advantage. Teachers interested are asked to send for details before applying by letter to the Headteacher at the school.

THURM HALL MIDDLE (10-13)
Thurm Hall Lane, Rochdale
HEAD OF FACULTY FOR RECREATIVE STUDIES SCALE 3
Which involves PE and Music and an interest in the pastoral care of the younger children in the school.

LANGLEY COMMUNITY (11-14)
Windermere Road, Langley, Middleton.
1. HEAD OF HUMANITIES DEPARTMENT SCALE 3
(English, History, Geography and RE).
2. HOME ECONOMICS WITH NEEDLEWORK SCALE 2
3. HOME ECONOMICS WITH NEEDLEWORK SCALE 1
4. FRENCH WITH SOME GERMAN SCALE 2
5. METALWORK SCALE 1
Please state other subjects

MATTHEW MOSS MIDDLE (10-13)
Matthew Moss Lane, Rochdale
RE-ADVERTISING
DEPUTY HEAD TEACHER (GROUP 7)
Required for this co-educational comprehensive school catering for pupils between 10-13 years of age (NCR 873). Applications are invited from teachers with relevant experience and the successful candidate will be required to take a major role in curriculum development. Previous applicants will be reconsidered and need not re-apply.

ST WILFRID'S RC MIDDLE (10-13)
Holstein Avenue, Rochdale
FRENCH SCALE 1
BALDERSTONE COMMUNITY (13-18)
Queen Victoria Street, Rochdale
1. MATHEMATICS SCALE 1
'A' level work may be available.
2. TYPING AND COMMERCIAL SUBJECTS SCALE 1

BROADFIELD UPPER (13-18)
Nelson Street, Rochdale
1. BOYS PE AND MATHEMATICS SCALE 1
Ability to teach Computer Studies an advantage.
2. FRENCH AND LANGUAGE RELATED STUDIES SCALE 1
Working within the Faculty of Communication Studies
3. ENGLISH SCALE 1
Part-time (2 1/2 days per week)

GREENHILL UPPER (13-18)
Falling Road, Rochdale
1. GRADUATE MATHEMATICS SCALE 1
2. GRADUATE MATHEMATICS AND PHYSICS SCALE 1
3. GRADUATE CHEMISTRY AND BIOLOGY SCALE 1
4. TECHNICAL SCALE 1
(Metalwork, Woodwork, etc) with Maths/Science

OLDERS HILL COMMUNITY (13-18)
Hudson's Walk, Rochdale
1. MATHEMATICS SCALE 1
With some 'A' level teaching. Ability to teach computer studies would be an advantage.
2. TEMPORARY CHEMISTRY SCALE 1
For one year only.
3. TEMPORARY FRENCH SCALE 1
For one year only.
4. TEMPORARY PE & GAMES SCALE 1
For one year only.

MOORLOOSE HIGH (14-18)
Kenyon Lane, Middleton, Manchester.
1. HEAD OF COMMERCIAL SUBJECTS SCALE 3
A well qualified and experienced candidate is sought to lead a very successful department with our excellent examination record. Subjects taught in the department are: Typing, Shorthand and Accounts with some Computers. A joint course with neighbouring colleges is established leading to General level of BSC. The vacancy arises owing to the retirement of the present holder.
2. ENGLISH AND FRENCH SCALE 1
3. SCIENCE WITH PHYSICS SCALE 1
4. TECHNICAL DRAWING WITH MATHEMATICS SCALE 1
An interest in motor vehicle maintenance an advantage.
5. ENGLISH AND MATHEMATICS SCALE 1
Also to assist with careers.
6. GEOGRAPHY WITH SOME ECONOMICS SCALE 1
Ability in Geography would be an advantage but not essential.
For each of the above posts an interested candidate should send to the school a letter of interest and application form. Applications should be sent to the school in which they are interested.

ROCH VALLEY HIGH (11-18)
Cornfield Street, Wilnrow, Rochdale
Tel ROCHDALE 42495
SECONDARY DEPUTY HEADSHIPS
continued
WEST SUSSEX
HELEN K. JONES
Anti-Militarist Education First
School, 1000 Road, Worthing, BN11
4JL.
Head of School (1981-82)
Head of School (1982-83)
Form from Headteacher (1981-82)
Form from Headteacher (1982-83)
7th May, 1982. (457825)
131018

WILTSHIRE
WILTON BASSETT
Lynn Mills, Wootton Bassett,
Wiltshire, SN15 2JH.
Mixed Comprehensive 11-18
14 years NCR 1400 Group 12.
Head: Mr. D.C. Shepherd.
Senior Teacher on Super
Sabbatical leave from 1st
September 1982. Required for
September 1982.
Head of School (1981-82)
Head of School (1982-83)
Form from Headteacher (1981-82)
Form from Headteacher (1982-83)
7th May, 1982. (457825)
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SIDDAL MOOR HIGH (11-18)
Newhouse Road, Heywood
Tel HEYWOOD 69438
1. MATHEMATICS SCALE 1
2. ENGLISH SCALE 1
3. HOME ECONOMICS SCALE 1
4. TEMPORARY GEOGRAPHY SCALE 1
For Autumn term only.
5. CAREERS/COMMERCIAL SUBJECTS SCALE 1
A contribution to commercial subjects essential not necessarily typewriting.
6. Applications are invited from teachers who can offer one or more of the following subjects:
ART (PHOTOGRAPHY & GRAPHICS), PE, HISTORY, FRENCH.

WIRRAL
BOROUGH COMMUNITY
WEATHERHEAD HIGH
School, Mount Pleasant Road,
Wallasey, Merseyside L8 5TU.
Required for September 1982
Application form and
further details are available
from the Headteacher at the
school.
1. MATHEMATICS SCALE 1
Graduate required to teach across ability and age range in this 11-18 comprehensive school. Modern and traditional courses available at 'O' level, CSE, Mode I and Mode II. For suitable candidate 'A' level work and Computer Studies available.
2. MATHEMATICS WITH SOME PHYSICS SCALE 1
To teach the whole ability range in this 11-18 Comprehensive School. Examination work 'A' 'O' and CSE available to suitable candidates.
3. ENGLISH SCALE 1
To teach English throughout age and ability range including examination work at 4th, 5th and 6th form levels. An interest in oral work and the ability to teach literature are essential.
4. ENGLISH/DRAMA SCALE 1
To teach across the whole age and ability range including examination work both in English and Drama to CSE, 'O' and 'A' level. Drama has excellent facilities in the school.
5. ENGLISH/FRENCH SCALE 1
To teach English and French throughout the age and ability range. Examination work is available in both areas for suitable candidates.
6. HUMANITIES SCALE 1
Ability to take Sociology up to 'A' level standard is desirable in addition to another Humanities area.
7. BOYS PE SCALE 1
An ability to develop Rugby in the lower school would be an advantage.
8. TEMPORARY DRAMA SCALE 1
To cover a maternity leave.

SUTHERLAND HIGH (11-18)
Sutherland Road, Darhull, Heywood.
Tel HEYWOOD 60466
1. MATHEMATICS SCALE 1
Graduate required to teach across ability and age range in this 11-18 comprehensive school. Modern and traditional courses available at 'O' level, CSE, Mode I and Mode II. For suitable candidate 'A' level work and Computer Studies available.
2. MATHEMATICS WITH SOME PHYSICS SCALE 1
To teach the whole ability range in this 11-18 Comprehensive School. Examination work 'A' 'O' and CSE available to suitable candidates.
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8. TEMPORARY DRAMA SCALE 1
To cover a maternity leave.

WARDLE HIGH (11-18)
Birch Road, Wardle
Tel LITTLEBOROUGH 73911
1. GIRL'S PE SCALE 1
2. PHYSICS SCALE 1
Ability to assist with Computer Studies with any of the above posts an advantage.

CARDINAL LANGLEY RC (11-18)
Rochdale Road, Middleton, Manchester.
Tel 061-643 4009
1. TEMPORARY PE AND ENGLISH SCALE 1
For one year only.
2. TEMPORARY MATHEMATICS SCALE 1
For one year only. Some sixth form work available for suitable candidates.
3. TEMPORARY MATHEMATICS SCALE 1
For one year only. Ability to assist with Computer Studies to 'O' level an advantage.
Application forms for all the above posts (except where otherwise stated) available from the Headteacher at the school, on receipt of SAE to whom they should be returned by 4th May 1982.

REMEDIAL EDUCATION SERVICE
Spalding Road, Phoenix Street, Rochdale
Tel ROCHDALE 31820
REMEDIAL TEACHER SCALE 2 TEMPORARY
For one year. The teacher is required to teach reading to groups of children from primary school at a centre and/or on a peripatetic basis. The appropriate qualifications, experience in diagnostic and assessment procedures, language development and the reading process would obviously be an advantage. However the main requirement is for a teacher with enthusiasm, energy, the willingness to learn and, above all, the ability to motivate children who have experienced failure. A car or own car is essential. Casual car user allowance payable.
Application forms available from the Head of Service on receipt of a stamped addressed envelope, and should be returned as soon as possible.

BIRTLIE VIEW (EN)
George Street, Heywood
Tel HEYWOOD 68821
SCALE 1 (plus SCA)
Required for Senior Class (14-15 years) of day ESN(e) school special school experience and specialist qualification essential, with interest in the particular needs of the adolescent handicapped school leaver.

RYOING SCHOOL (EN)
Great Howarth, Wardle Road, Rochdale
Tel ROCHDALE 57993
SCALE 1 + SCA TEMPORARY
For one year to be responsible for a class of 13-year-old children with learning difficulties. The teacher appointed will have a sympathetic approach to the children and the ability to teach boys' craft would be an advantage.

ADERNAM KAY (EN)
Tintern Road, Hollin, Middleton, Manchester.
Tel 061-643 4917
Required for September 1982
An enthusiastic, experienced teacher is sought to undertake the following work:
1. Teaching in the Senior Unit.
2. Teaching in the Junior Unit.
3. Teaching in the Intermediate Unit.
4. Teaching in the Special Unit.
5. Teaching in the Remedial Unit.
6. Teaching in the Support Unit.
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BUCKINGHAMSHIRE
COUNTY COUNCIL
THE HADDON SCHOOL
Milton Keynes.
MKS 11T.
Head of School (1981-82)
Head of School (1982-83)
Form from Headteacher (1981-82)
Form from Headteacher (1982-83)
7th May, 1982. (457825)
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DERBYSHIRE
NETHER THORP SCHOOL
Chestersfield 433
11-18 Co-educational
Comprehensive 11-18
883
For September, Head of
Remedial Department.
Scale 2
Applications by letter
with curriculum vitae and
two referees to the
Headmaster, Nether Thorp
School, Nether Thorp,
Derbyshire.
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WILTON BASSETT
Lynn Mills, Wootton Bassett,
Wiltshire, SN15 2JH.
Mixed Comprehensive 11-18
14 years NCR 1400 Group 12.
Head: Mr. D.C. Shepherd.
Senior Teacher on Super
Sabbatical leave from 1st
September 1982. Required for
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Tel HEYWOOD 68821
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77. Teaching in the Specialist Unit.
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100. Teaching in the Specialist Unit.

BUCKINGHAMSHIRE
COUNTY COUNCIL
THE HADDON SCHOOL
Milton Keynes.
MKS 11T.
Head of School (1981-82)
Head of School (1982-83)
Form from Headteacher (1981-82)
Form from Headteacher (1982-83)
7th May, 1982. (457825)
131018

DERBYSHIRE
NETHER THORP SCHOOL
Chestersfield 433
11-18 Co-educational
Comprehensive 11-18
883
For September, Head of
Remedial Department.
Scale 2
Applications by letter
with curriculum vitae and
two referees to the
Headmaster, Nether Thorp
School, Nether Thorp,
Derbyshire.
131018

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School, Nether Thorp,
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131018

SECONDARY REMEDIAL
continued
DORSET
FERNDOWN UPPER SCHOOL
Required for September 1982.
Support Services.
Further details available from the Headmaster on receipt of a stamped addressed envelope. (457825) 131018

HAMPSHIRE
THE WINTON SCHOOL
London Road, Andover, SP10
4BB.
11-18 Mixed Comprehensive
Required for September 1982.
Head of Remedial Department.
Applications with curriculum vitae and names of two referees to the Headmaster on receipt of a stamped addressed envelope. (457825) 131018

SEFTON
METROPOLITAN BOROUGH
OF SEFTON
WARWICK BOLAM HIGH
School, The Marian Way, Bootle,
Liverpool, L20 9JH.
Head of Remedial Department.
Required for September 1982.
Further details available from the Headmaster on receipt of a stamped addressed envelope. (457825) 131018

SUFFOLK
THURLESTON HIGH
School, Defford Road, Ipswich IP1 6EG.
Head of Remedial Department.
Required for September 1982.
Further details available from the Headmaster on receipt of a stamped addressed envelope. (457825) 131018

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
REGENT ROAD, SHEFFIELD S2
4RA.
Head of Remedial Department.
Required for September 1982.
Further details available from the Headmaster on receipt of a stamped addressed envelope. (457825) 131018

Scale 2 Posts and above
BEXLEY
BEXLEY HEATH SCHOOL
Bramley Road, Bexleyheath,
Kent DA5 2JH.
Head of Remedial Department.
Required for September 1982.
Further details available from the Headmaster on receipt of a stamped addressed envelope. (457825) 131018

ESSEX
THE HEDDINGHAM SCHOOL
Valdham Road, Hedingham,
Essex SA20 8JH.
Head of Remedial Department.
Required for September 1982.
Further details available from the Headmaster on receipt of a stamped addressed envelope. (457825) 131018

KENT
COUNTY COUNCIL
QUINSHAM DIVISION
HEAD OF REMEDIAL DEPARTMENT.
Required for September 1982.
Further details available from the Headmaster on receipt of a stamped addressed envelope. (457825) 131018

DEVON
Please see displayed advertisement on pages 38 and 39. (457825) 131020

HAVINGHAM
LONDON BOROUGH OF
HAVINGHAM
HEAD OF REMEDIAL DEPARTMENT.
Required for September 1982.
Further details available from the Headmaster on receipt of a stamped addressed envelope. (457825) 131018

NORTH YORKSHIRE
COUNTY COUNCIL
OF NORTH YORKSHIRE
HEAD OF REMEDIAL DEPARTMENT.
Required for September 1982.
Further details available from the Headmaster on receipt of a stamped addressed envelope. (457825) 131018

WARWICKSHIRE
LINKED INITIAL VOCATIONAL COURSE
Required for September 1982.
Further details available from the Headmaster on receipt of a stamped addressed envelope. (457825) 131018

DORSET
GIRLE SCHOOL FOR GIRLS
Lansdown, Bournemouth.
Head of Remedial Department.
Required for September 1982.
Further details available from the Headmaster on receipt of a stamped addressed envelope. (457825) 131018

DORSET
GIRLE SCHOOL FOR GIRLS
Lansdown, Bournemouth.
Head of Remedial Department.
Required for September 1982.
Further details available from the Headmaster on receipt of a stamped addressed envelope. (457825) 131018

BEXLEY
LONDON BOROUGH OF
BEXLEY HEATH SCHOOL
Bramley Road, Bexleyheath,
Kent DA5 2JH.
Head of Remedial Department.
Required for September 1982.
Further details available from the Headmaster on receipt of a stamped addressed envelope. (457825) 131018

ESSEX
LAINDON SCHOOL
High Road, Laindon,
Essex SA15 2JH.
Head of Remedial Department.
Required for September 1982.
Further details available from the Headmaster on receipt of a stamped addressed envelope. (457825) 131018

DEVON
Please see displayed advertisement on pages 38 and 39. (457825) 131020

Stanchester School, Stoke-Sub-Hamdon, Nr. Yeovil
(11-18 mixed comprehensive, 980)
For September 1982, Teacher of REMEDIAL AND GENERAL SUBJECTS, Scale 3. To teach mainly Remedial Classes in lower school but also to assist with Life Skills Courses, with non-examination pupils in the Upper School.
Application form and details (S.A.E.) from the Head at the School.
Closing date: 4th May, 1982.

Middle Schools
Deputy Headship
Malden Beech Middle, Crawkerns
(9-13 mixed, 554)
For September 1982, DEPUTY HEAD of this Group 7 Middle School. Responsibilities include girls' welfare and discipline. Application form and details (S.A.E.) from the Head at the School.
Closing date: 4th May, 1982.

Middle Schools
Danesfield C.E. Middle, Williton
(9-13 mixed, 471)
For September 1982, Teacher, Scale 2B, for E.S.N. (M) Unit, age range 9-13. Special Education qualification and experience required. Full details and application form (S.A.E.) from the Head at the School.
Closing date: 4th May, 1982.

Primary Headships
Our Lady's R.C.V.A. Primary, Wincanton
For September 1982, HEAD for this Group 3 school. Suitably qualified and experienced teacher, and a fully committed practicing Catholic.
Application form and details (S.A.E.) from the Staffing (T) Section, Education Department, County Hall, Taunton.
Closing date: 30th April, 1982.

St. Margaret's C.E.V.A. Primary, Tintinhull, Nr. Yeovil
For September 1982, HEAD for this Group 2 school.
Application form and details (S.A.E.) from the Staffing (T) Section, Education Department, County Hall, Taunton.
Closing date: 10th May, 1982.

Primary Deputy Headship
Upton Noble V.C. Primary, Nr. Shepton Mallet
For September 1982, DEPUTY HEAD for this Group 3 school. For top juniors and boys' games.
Application form and details (S.A.E.) from the Head at the School.
Closing date: 4th May, 1982.

St. Joseph's R.C.V.A. Primary, Bridgwater (210)
For September 1982, Teacher, Scale 1 for Juniors. With the ability to take responsibility for the development of Music throughout the school. Applicants must be practicing Roman Catholics, and consideration will be given to probationary teachers.
Application form and details (S.A.E.) from the Head at the School.
Closing date: 10th May, 1982.

St. Margaret's C.E.V.A. Primary, Tintinhull, Nr. Yeovil
For September 1982, Teacher, Scale 1, for top infants and lower Juniors.
Application form and details (S.A.E.) from the Head at the School.
Closing date: 10th May, 1982.

Milborne Port County Primary, Milborne Port, Sherborne (206)
For September 1982, Teacher, Scale 1 Interest in Environmental Studies and Boys' Games.
Application form and details (S.A.E.) from the Head at the School.
Closing date: 4th May, 1982.

Special Schools
Primary Support Teachers
Application are sought from qualified teachers with appropriate experience, or willingness to train in work with slow learning pupils in schools in various parts of the County.
For further details see advertisement under 'Special Education'.

Merrifield Education Unit, Tone Vale Hospital, Nr. Taunton
For September 1982, Teacher, Scale 2B to take charge and develop School Lessons and Examination preparation.
An interesting post as a senior member of a therapeutic team.
Application form and details (S.A.E.) from the Principal.



Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (S.A.E., foolscap) from the Heads at the schools. Please quote reference 234 on correspondence.

Secondary

King Arthur's School, Wincanton
(11-18 comprehensive, 770)
For September 1982:
(i) HEAD OF MATHEMATICS, Scale 4. A well qualified energetic teacher for this important post. Knowledge of Computing in Mathematics Scale 3.
(ii) Teacher of FRENCH/ENGLISH, Scale 1. The successful applicant will work in both the Modern Languages and English Departments of the school.
Application forms and details (S.A.E.) from the Head at the School.
Closing date: 4th May, 1982.

Whitstone School, Shepton Mallet
(11-18 mixed comprehensive, 829)
For September 1982:
HEAD OF ENGLISH DEPARTMENT, Scale 4. An experienced and enthusiastic teacher is required to take over a forward-looking and thriving English Department. Vacancy due to promotion.
Application form and details (S.A.E.) from the Head at the School.
Closing date: 4th May, 1982.

Frome College, Frome
(13-18 mixed comprehensive, 1463, and F.E. College combined on separate sites)
For September 1982, HEAD OF MUSIC, Scale 3 or 4 for suitable candidate.
The post offers many opportunities for an enterprising teacher working in a team to promote the performance area. There is a new recording studio and a modern theatre on the school site; a school band, orchestra, small music groups and choirs support a lively music programme.
Full particulars, making clear the special skills of the applicant, to the Principal, enclosed envelope with post title, S.A.E. for job description and application form.
Closing date: 4th May, 1982.

Ansoford School, Castle Cary
(11-18 mixed comprehensive, 586)
For September 1982:
(i) HEAD OF MODERN LANGUAGES, Scale 3.
(ii) SECOND IN CHARGE OF MATHEMATICS, Scale 2. Ability in Computing. A Physical Education qualification would be an added advantage.
Application forms and details (S.A.E. foolscap) from the Head at the School.
Closing date: 4th May, 1982.

The West Somerset School, Minehead
(13-18 Upper comprehensive, 1100 mixed)
The school's catchment area includes Exmoor, the Brendon and Quantock Hills, as well as the coastal area.
For September 1982, qualified teacher of GERMAN, Scale 2. To take charge of the subject within the Languages Department and to teach to CSE, 'O' and 'A' level. The ability to teach up to 'O' level French will be a recommendation for







SECONDARY COMM. STUDIES

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE

LONDON BOROUGH OF REDBRIDGE... Head: S. H. M. Mangar...

Required for September 1982... Applications should be sent to the Headmaster...

Applicants are requested to write to the Headmaster... Applications should be sent to the Headmaster...

Scale 1 Posts

BARNET

LONDON BOROUGH OF BARNET... Head: Mrs. J. W. Sturman...

Required September 1982... Applications should be sent to the Headmaster...

Applicants are requested to write to the Headmaster... Applications should be sent to the Headmaster...

BIRMINGHAM

MUSE Information Officer... Applications should be sent to the Headmaster...

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL... Head: Mrs. J. W. Sturman...

Required September 1982... Applications should be sent to the Headmaster...

DEVON

Please see displayed advertisement on page 38... Applications should be sent to the Headmaster...

GLASGOW

LONDON BOROUGH OF GLASGOW... Head: Mrs. J. W. Sturman...

Required for September 1982... Applications should be sent to the Headmaster...

EAST SUSSEX

COUNTY COUNCIL... Head: Mrs. J. W. Sturman...

Required for September 1982... Applications should be sent to the Headmaster...

GLoucestershire

THE BURLINGTON COLLEGE... Head: Mrs. J. W. Sturman...

Required for September 1982... Applications should be sent to the Headmaster...

LINCOLNSHIRE

SPALDING BOYS' SCHOOL... Head: Mrs. J. W. Sturman...

Required for September 1982... Applications should be sent to the Headmaster...

NORFOLK

SPALDING BOYS' SCHOOL... Head: Mrs. J. W. Sturman...

HAVERING

LONDON BOROUGH OF HAVERING... Head: Mrs. J. W. Sturman...

Required for September 1982... Applications should be sent to the Headmaster...

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HERTFORDSHIRE

CITY OF HERTFORD... Head: Mrs. J. W. Sturman...

Required for September 1982... Applications should be sent to the Headmaster...

Applicants are requested to write to the Headmaster... Applications should be sent to the Headmaster...

HUMBERSIDE

EDUCATION DEPARTMENT... Head: Mrs. J. W. Sturman...

Required for September 1982... Applications should be sent to the Headmaster...

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LEICESTERSHIRE

THE BURLINGTON COLLEGE... Head: Mrs. J. W. Sturman...

Required for September 1982... Applications should be sent to the Headmaster...

LINCOLNSHIRE

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Required for September 1982... Applications should be sent to the Headmaster...

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NORFOLK

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NORTHAMPTONSHIRE

WALTHAM FOREST... Head: Mrs. J. W. Sturman...

Required for September 1982... Applications should be sent to the Headmaster...

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NORTHAMPTONSHIRE

WALTHAM FOREST... Head: Mrs. J. W. Sturman...

NORTHERN AREA

WOODTON UPPER SCHOOL... Head: Mrs. J. W. Sturman...

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NORTHAMPTONSHIRE

WALTHAM FOREST... Head: Mrs. J. W. Sturman...

extra

Health education

A delicate responsibility

Paul Harling discusses health education in infant and first schools

I recently attended a two-day refresher course, "Health Education in the Primary School..."

Nevertheless, this small number of people entered fully into the spirit of the "workshop" approach used during the two days...

Argument was particularly vehement about the possibilities for, and problems of, health education in the early years of schooling...

The conflicts which occur concern two fundamental issues. First, whether health education for young children is part of the role of the school at all...

There is also the reaction to the implied criticism of the norms of behaviour of particular families if teachers advocate health habits which are different to those acceptable to the parents...

Finally, as soon as the thorny subject of sex education is raised, parental question whether childhood is not short enough as it is without introducing such delicate, personal and possibly disturbing topics, which



A West Kent College Health Studies student on work placement at the nearby hospital. See page 51.



Lilia-White, SRN for over 25 years. Senior Lilia-White Lecturer since 1973.

"I never cease to be amazed by the old wives' tales that are swapped in the playground"

You really need nursing know-how plus practical lecturing experience.

It's amazing how reluctant most mothers still are to talk to their daughters about menstruation...

You really need to be completely unshockable to deal with 15 year olds.

1st and 2nd year students are much more approachable—they like to join in the giggling—perhaps because they realise they're not the first who've compared their own physical development with other girls...

However, after 7 years family planning and 9 years as a Lilia-White lecturer, I think I'm well now unshockable.

I encourage questions and general discussion—it's healthier to get things out in the open. Lilia-White, the longest-established sanitary protection manufacturer, has offered a free lecture service for over 20 years with the aim of helping schoolgirls understand and be prepared for

menstruation. An experienced SRN conducts these lectures which include a physical explanation of womanhood, an unbiased appraisal of the methods of sanitary protection and two films: one for 1st and 2nd years describing the approach of menstruation, one for older girls who may be experiencing the problems of womanhood. Discussion is encouraged and Lilia-White product samples are available.

If you are interested in this service, please return the coupon.

Form with fields for Name, School, Position and a return address: Miss D. Cooper, Education Dept., Lilia-White Ltd., B'ham B8 3DZ.

Opportunities with Nottinghamshire

Unless otherwise stated the following posts are required for the Autumn Term, 1982. Application forms/further details are available from the Head Teacher of the school concerned on receipt of a stamped addressed envelope.

Secondary

Scale 1 - French/English National C.E. (Aided) Comprehensive School, Annesley Road, Hucknall, Nottingham, NG15 7DB. Headmaster: N. E. C. Studden B.A. Mixed: 900 (11-18). For September, graduate teacher of French with some English. Please apply by letter, (enclosing s.a.e.) giving full curriculum vitae, to the Headmaster at the school.

Scale 1 - French/German King Edward VI School, London Road, Retford, Notts. DN22 8AU. Headmaster: M. G. Allan, M.A. Mixed: 1088 (11-18). For September, graduate teacher of French and German to join lively young department. Please apply by letter to the Headmaster at the school, as soon as possible.

Scale 1 - Girls' Physical Education Hartland Comprehensive School, Sparken Hill, Worksop, Notts. S80 1AN. Headmaster: C. Hardy, B.A., M.Ed., F.R.G.S. Mixed: 1309 (11-18). For September, teacher of Girls' Physical Education. Specialisms in Dance and Athletics preferred.

Scale 1 - Mathematics Colonel Frank Seely Comprehensive School, Flatts Lane, Calverton, Notts. NG14 6JZ. Headmaster: R. W. Sowden, B.Sc. Mixed: 887 (11-18). For September, teacher of Mathematics for this rural school serving a commuter and mining area. Please state supplementary subjects offered.

Scale 1 - Mathematics/Computer Studies Gedling School, Wollaton Avenue, Gedling, Nottingham NG4 4HX. Headmaster: R. Brader, B.A. Mixed: 1050 (11-18). For September, teacher of Mathematics and Computer Studies to teach fully developed S.M.P. courses. C.S.E., 'O' and 'A' level teaching available to suitable candidates.

Scale 1 - Modern Languages Rufford Comprehensive School, Mansfield Road, Edwinstowe, Notts. NG21 8HF. Headmaster: P. A. Darvill, B.A., M.Litt. Mixed: 890 (11-18). For September, teacher of Modern Languages. Successful candidate will teach mainly French but must also offer a subsidiary language, which will preferably be German.

Scale 1 - Modern Languages Sutton Centre Comprehensive School, High Pavement, Sutton-in-Ashfield, Notts. NG17 1EE. Headmaster: T. King, B.A. Mixed: 1290 (11-18). For September, teacher of Modern Languages to teach French throughout the school and German from Year 4 upwards, within the Department of European Studies.

Scale 1 - Physical Science Manor Comprehensive School, Park Hall Road, Mansfield Woodhouse, Notts. NG19 8QA. Headmaster: D. R. Golder, B.A. Mixed: 1680 (11-18). For September, graduate teacher of Physical Science to contribute to the teaching of Physics, Chemistry and General Science. Ability to offer Computer Education would be an advantage.

Scale 1 - English Gedling School, Wollaton Avenue, Gedling, Nottingham NG4 4HX. Headmaster: R. Barber, B.A. Mixed: 1052 (11-18). Graduate teacher of English to teach to all levels. Department firmly committed to adventurous audio visual schemes and ambitious programs of theatrical presentations.

Scale 1 - English Valley Comprehensive School, Baulk Lane, Worksop, Notts. S81 7DG. Headmaster: J. M. Johnson, B.A. Mixed: 1600 (11-18). For September, temporary teacher of English required for one year to cover secondment. Purpose-built English block with excellent facilities.

Scale 1 - French Windmill Middle School, Abbey Road, Mansfield, Notts. NG18 3AF. Headmaster: Mrs. M. G. Saywood. Mixed: 430 (9-13). For September, teacher of French to work in close co-operation with the Head of Department. Candidates should indicate areas of interest in which they would be willing to offer out of school activities.

Nottinghamshire County Council logo and address: County Hall West Bridgford Nottingham NG2 7QP.

Vertical text on the left margin: "Specialist" written vertically.



# extra Here comes Jimmy

A new health manual from Glasgow described by Shona Carmichael

During the past year more than 1,000 "Jimmy's" have arrived in primary schools in the Strathclyde Region of Scotland. Jimmy is a mischievous, fictitious boy who is the main character in a multi-disciplinary health manual called *Jimmy on the Road to Super Health*.

The manual was developed as the result of research carried out during the past three years by a small team of two teachers and a psychologist, financed by the education panel of the Cancer Research Campaign and based at the Department of Clinical Oncology, University of Glasgow. The title of the project is Health Education in the Primary School with specific reference to the problem of early smoking behaviour.

Background research for the manual took the form of a teacher's survey and a survey of primary school children's smoking habits.

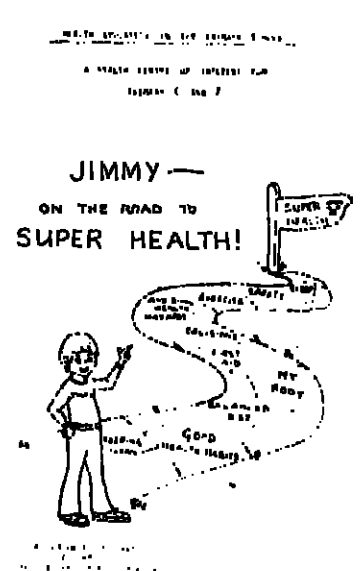
1. Teacher's Survey  
Thorough research was carried out using questionnaires issued to 473 teachers from 37 primary schools in Glasgow to ascertain their attitude towards health teaching in the Primary School.

The conclusions drawn from the results of this survey were:

- (a) Although many teachers receive health education during their training, very few feel this is an adequate foundation for teaching the subject to children.
- (b) The majority of teachers would prefer to follow a structured type of approach, but one which offers flexibility and an opportunity for incidental teaching and classroom discussion.
- (c) Teachers are aware of the extent of the smoking problem in Glasgow and are willing to help to reduce the prevalence of this habit by the use of anti-smoking education.
- (d) Some teachers admit to smoking despite being fully aware of the health hazards. It appears, however, that although they have some degree of immunity to the message themselves, they are willing to teach anti-smoking as a topic to children.

2. Children's smoking behaviour  
The problem of smoking among young children is a growing one, as research in the Glasgow area has shown. Forty-two per cent of the children surveyed in 1979 had tried smoking and 11 per cent could be described as "regular" smokers even at the age of 11 years. These figures were derived from questionnaires issued to Glasgow primary school children in 18 schools.

Manual Design  
The teaching material itself was piloted by the original research teacher in five, and then four primary schools. A trial teachers' manual was then issued to 20 prim-



ary school teachers in the Glasgow area for use by them with their own classes. After consideration of their assessment of the material and their children's reaction to it, the teacher's manual was developed to its present form. This manual combines a centre of interest, "across-the-curriculum" approach, with full resource information at both teacher and child level.

The teaching method adopted uses a seven-part serialized story about Jimmy. This method of using a story to develop a framework for a multi-disciplinary approach is commonly employed in the west of Scotland and is promoted by the in-service department at Jordanhill College of Education. The story framework is designed to direct the children, through teaching and discussion, to the major health knowledge areas.

The health work to be taught includes (among other things) infec-

tion, immunization, decision-making, diet and nutrition, knowledge of the heart and lungs, simple scientific experiments and introductory work on cells. Although the scheme is health-based, there are full opportunities for other subjects to be integrated into the teaching. (See Fig 1)

The inspectorate in both Scotland and England have agreed to the use of the integrated curriculum method. The HMI survey "Primary Education in England" states:

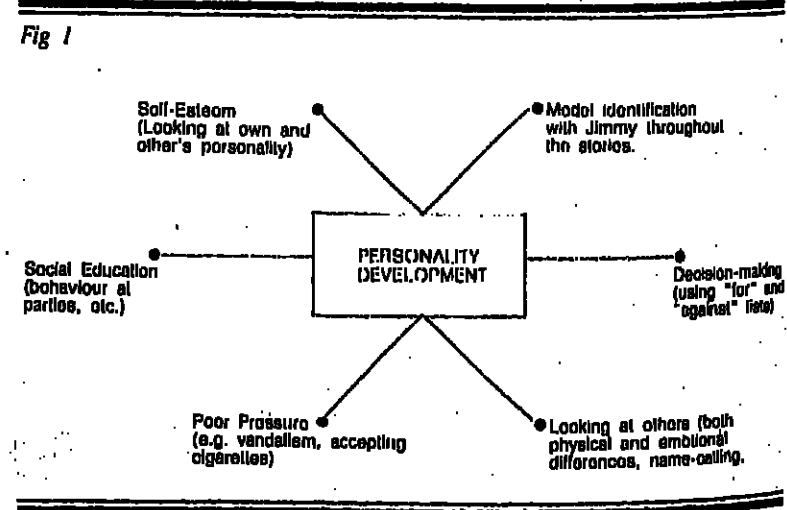
- (1) The evidence of the survey bears out the view that the effective application of skills, including their use in practical activities, is important. The teaching of skills in isolation, whether in language or mathematics, does not produce the best results. (8.23)
- (2) The general educational progress of children and their competence in the basic skills appear to have benefited where they were involved in a programme of work that included art and craft, history and geography, music and physical education, and science, as well as language, mathematics and religious and moral education, although not necessarily as separate items on a timetable. (8.29)

The material has also attempted in a general way to give the beginnings of work on personality development to ensure a balance in both cognitive and affective domains. (See Fig 3) Appendices at the end of the manual

So that the health scheme can be fully integrated into the general curriculum and be a true multi-disciplinary centre of interest, a mathematics appendix and a supplementary reading scheme, along with an historical fact sheet on tobacco, have been included within the teachers' manual.

The mathematics appendix contains optional activities for both the advanced children within a class and

continued on opposite page



## A delicate responsibility

continued  
growth being general to all, but with individual differences. There is a need to consider physical, mental and emotional development and differences through observed changes in size, capabilities, likes and dislikes, children's attitudes, responsibility among children and adults.

Looking After Menstruation  
Consideration of the things we need for "healthy" growth:  
Exercise: Why and How. Different kinds. Favourites. How we move - muscles and joints. Experiments with exercise: sweating, pulse rate; breathing. Importance of good posture, sleep, rest and relaxation. Correct breathing.

Food and Drink: Why do we eat. When should we eat. What do we eat. Types of foods. Sources and preparation of food. "Good" foods. Keeping food clean. What to drink - water, milk, pop?

Hygiene: Habit training. Dressing, washing, use of lavatory, eating, teeth and gums, brushing techniques and toothpaste. Visiting the dentist.

Germ and disease: What are germs and bacteria. Good and harmful bacteria. How they spread. How they can be killed.

Taking Care  
Safety education in the classroom, home and outside, especially on roads. Looking at the causes of accidents, potential danger spots, ways of keeping safe.

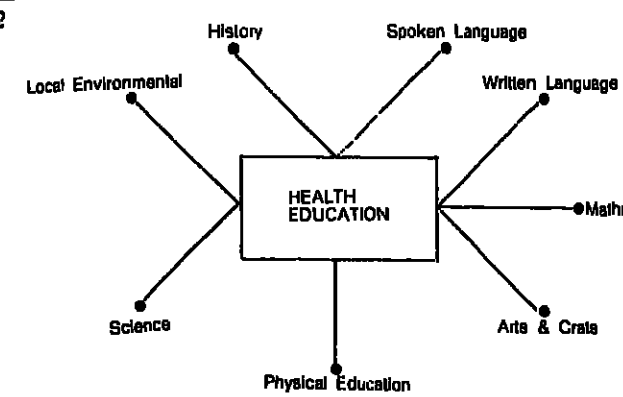
Friends and Families  
Life in the classroom, identifying, sharing, quarrelling, helping. Life in the family (not necessarily of the traditional structure). Roles in the classroom and the family. Ways we are alike, different. Changes in the family. Solving conflicts in classroom and family, making rules to help behaviour. Being a boy or a girl.

Within these broad topics a large number of aspects will have already been fully or partially learned by children at home and so the role of the teacher is one of extension and enrichment of the child's experience and understanding of the meaning of "health". The ideal range of the subject of health education will therefore always be controversial.

Paul Harting is headmaster of All Saints CE School, Chorley

## Here comes Jimmy

Fig 2



for the slower-learning pupils. These activities are linked with each story, and include work on graphs, time, volume, money sets and statistics.

The reading extension scheme is also an "optional extra". Suggestions for health-based work using comprehension skills, functional reading, library/reference skills and word study are detailed.

The functional reading section includes teaching ideas on consumer education, dosage instructions, danger and warning signs and following written instructions.

Another addition to the appendix is a full set of body outlines suitable for QHP acetates or for Banda Worksheets. To afford the teacher full flexibility, no body "names" have been added.

Top primary classes  
The material is planned for use at the top end of the primary school, in either primary 6 or primary 7, depending on the school's other commitments.

For maximum effect from the story-line and from the "model" identification with Jimmy in his struggle towards good health attitudes, the scheme should be used over one term. The teaching material is flexible and can be easily adapted by teachers to fit their own particular circumstances.

The anti-smoking component  
The health scheme is structured to allow the hazards of smoking to be taught and discussed in a natural way so that children can become aware of the health risks and make their own decision that "smoking is bad for you".

The health points necessary for a discussion on smoking are included within the first four stories and the appendices.

A breakdown of these points story by story is:  
Story one - decision-making  
The children are taught to make "for" and "against" lists which can be used to list reasons for not starting to smoke.

Story two - winners or losers  
Social influences are discussed and the effect of peer pressure highlighted.  
Story three - taste, smell and appetite  
Effect of smoking on these.  
Story three - cost  
How to spend pocket money wisely. The expense of smoking can be pointed out.

Story four - heart, lungs, circulation  
The effects of smoking on these is discussed. A teacher's fact-sheet is included as an aid to discussion.  
Story four - oxygen  
Suggestions for science experiments on burning, pollution of air are included.

Story four - smoking machine  
Details are given on how to make a "smoking machine" from a washing-up liquid bottle. This can be used to demonstrate the contents of cigarette smoke and what actually goes into the lungs.

From the appendices:  
(1) Maths - How to conduct a small-smoking opinion poll is detailed.  
(2) Body outlines containing respiratory system are given.  
(3) Reading - using cigarette advertisements for group discussion is suggested.

Economy  
The health scheme has been designed to meet present day economic

Schools of special educational need  
An adaptation of the material for the mildly mentally handicapped and severely mentally handicapped has been researched and is now also available.

Reaction  
The research team have been most encouraged by teacher reaction to the content, flexibility and scope of the health scheme. From evaluation in Ayrshire, the material seems to be appropriate for use in both rural and urban schools.

At the present time, the health programme is being used in Lothian Region of Scotland as the intervention method in a large scale study of smoking behaviour in primary school children.

The first print of 1,600 copies has been completely sold out, and a new edition has just been printed. To date the material has only been used in Scotland, but one area in England is planning to use the material in session 1982/83.

A final but not unimportant fact is that pupils enjoy the activity-based scheme, the stories and most of all, the fun approach!

We find that Jimmy has become a welcome addition to the classroom - for both teachers and pupils!

The Research Team: Mrs Ann Calman (Teacher), Mrs Shona Carmichael (Teacher), Mr George Deans (Psychologist)

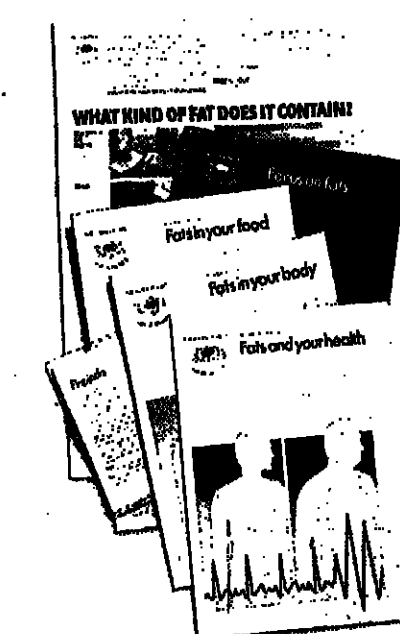


Children try the smoking machine. When the cigarette is finished, they will be able to see the stained cotton-wool and smell the odour from the bottle.

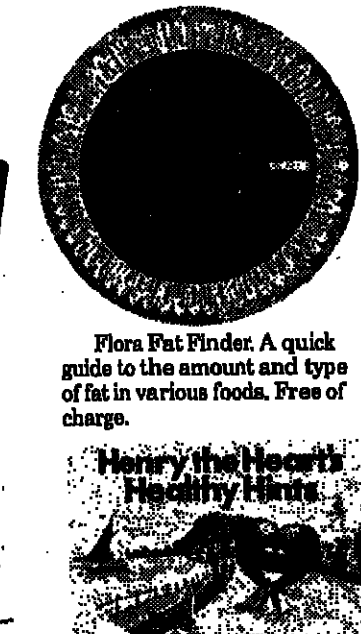
# The Flora guide to health and diet.

The Flora Project for Heart Disease Prevention has produced this material with the help of specialists in the field of heart disease.

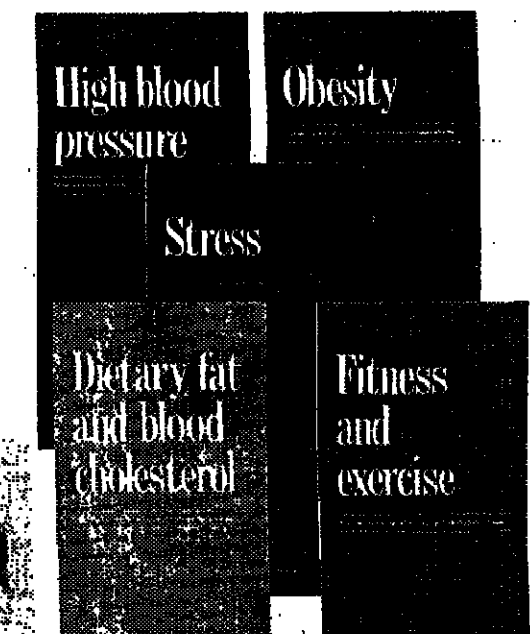
It is designed to help those involved in General Health Education, Food & Nutrition and related subjects, explain the role of fats in health and diet.



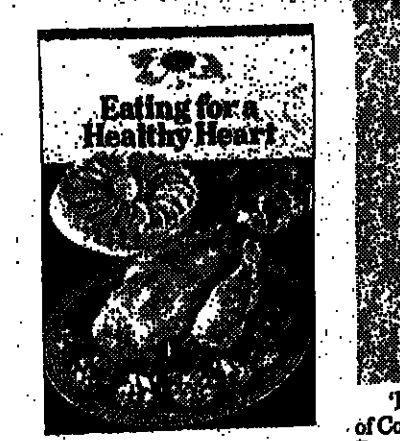
'Focus on Fat' teaching aid pack with 5 copies of our illustrated A4 booklets, 'Fats in your Food', 'Fats in your Body' and 'Fats and your Health' and our wall chart, plus laminated recipe cards and teaching notes. £1.50 per pack.



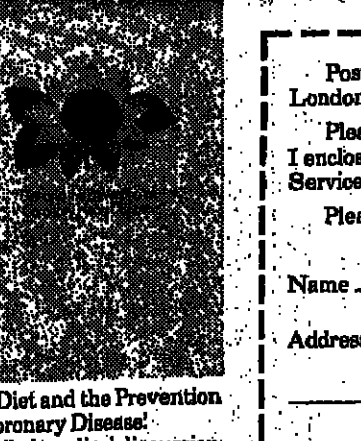
Henry the Heart's Healthy Habits Hints Booklet. Healthy habits for a healthier life. Also available, Henry the Heart poster, 90" x 20". Both free of charge.



Set of Heart Health Risk Factor leaflets, outlining the major factors involved in coronary heart disease. Free of charge.



'Eating for a Healthy Heart' A wide range of recipes for those who wish to follow a cholesterol-lowering diet. Free of charge.



'Diet and the Prevention of Coronary Disease'. Detailed medical discussion on the causes and prevention of heart disease. Free of charge. (One copy only per application.)

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Please send me 'Focus on Fat' pack @ £1.50

I enclose a cheque made payable to Flora Information Service.

Please send me a sample set of the other literature

Name \_\_\_\_\_

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TES/23/4

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Now in its seventh year, this totally non-commercial scheme aims to encourage and reward young people showing a sound basic understanding of the principles of nutrition and an ability to put these into practice.

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## HEALTH EDUCATION AUDIO VISUAL

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T Williams and V Johnson  
Suggested age range 7 to 12

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*Good Health* links with the ATV series of the same name.

Each book costs £1.50

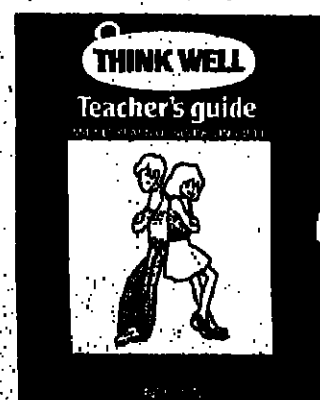
### Schools Council Health Education Project

## Think Well

T Williams, I McCafferty, V Johnson, M Stephens and C Hampton  
Suggested age range 9 to 13

Following on from the Infant material *All About Me*, *Think Well* provides schools with the most comprehensive collection of health education materials available. The child orientated material is presented in a boxed pack of eight units. Each unit comes as a separate book and includes background notes, strategies for classroom activities and a list of resources.

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# Nelson

## ... by any other name

Susan Thomas reports on the Lambeth Health Education Project

The main problem with health education is not the lack of materials, suitably trained teachers or even finance, but the name itself. All too often health education means exclusively "sex" education to health authorities, "hygiene" to the classroom teacher, and "keep fit" to the anti-coronary brigade. So when the Lambeth Integrated Health Education project introduced a programme of health education to all the first and second year pupils of four secondary schools in September 1979, it encountered all of these problems, and more.

It is not difficult to see that health topics have a place in home economics, sport and biology. As soon as social factors, emotional well-being and relationships are linked to physical well-being, it is easy enough to see their relevance to literature, RE, or drama. But given that health education is really about giving people not only the knowledge but also the experience to make informed choices, then the need for fundamental changes in classroom procedures becomes evident.

However, every subject already has an overfull syllabus, and at a time of falling rolls and amalgamation heads of department are understandably reluctant to lose precious periods to another subject area, in case they are gone forever. So, Marjorie Gritten, Eileen Cornell and Susan Askew, the project team, found that the "where" and the "when" of the new venture depended very heavily on the active support of individual head teachers.

The "how" proved tricky too because health education was expected to be directive - you must give up smoking, avoid alcohol, go to your dentist regularly and so on. It is hard for the well-intentioned teacher to accept that a demonstrably "wrong" decision might be the "right" one for another individual with other circumstances.

The Lambeth project, funded by the Inner City Partnership scheme, was a direct response to the worrying figures on teenage health - perhaps most precisely to the high incidence of teenage pregnancies. It aimed to provide youngsters with information about health related topics and to develop their communication skills and critical abilities to the point where they could explore their own and other people's attitudes to health matters and make considered decisions. All this in the knowledge that they would inevitably be affected by a number of conflicting pressures.

With five years in which to give the programme a good base, and aware that their own perceptions of health education would inevitably change over the period, the team leaders chose seven broad themes: Changing Patterns of Health; the first and most significant of the themes, is concerned with promoting a positive idea of health as opposed to a recovery from illness, considering the individual's shared responsibility for the community's health and developing communications with the health care professionals.

The others, more precisely described by their titles, were: Risks and Hazards; Growing and Changing; Drugs and their Uses; Eating and Drinking; Good for You; Caring for Health in the Community; and People, Health and the Environment.



By holding the routine first year medical in class the children have a chance to make friends with the school nurse, Marjorie Alleyne, at Priory Park School for Girls, Lambeth

Mrs Win Hart, ILEA Inspector for health education, arranged for the involvement of two boys' and two girls' schools in North Lambeth. Three of the schools had a majority of Afro-Caribbean pupils and none had a strong tradition of health education.

Part of the project's brief was to explore the possibility of cooperation with agencies other than the schools. So interviews took place with welfare and youth officers, the social services, specialists in community medicine, district health education units, the Brooke Advisory Clinic and the Consortium of Ethnic Minorities. All of which revealed that few of these people or bodies ever spoke to one another.

Parents were sent a health education topics questionnaire. The results suggested that their main concerns were with safety, hygiene and dental health. Subsequent interviews revealed different priorities with anxiety about violence high on the list.

Teachers were interviewed and given questionnaires to find out whether health related topics were dealt with in their subject areas and which topics they considered most important.

Work began in the schools in 1980, initially through team teaching, giving observed lessons and providing resources. The intention was to help the staff develop the health education programme best suited to the individual school, their own skills and interests and the pupil's needs. By 1982 the team was to be redundant. And so it will be, though there are hopes of an extension of funds to carry the work into the primary schools.

Predictably the response has been mixed. Charles Edward Brooke, a small C of E voluntary school for girls, never quite came to terms with the whole idea and withdrew.

At Beaufort School for boys, an initially reluctant head has become a self-confessed convert. A coordinator has been appointed to ensure that the health education programme is covered across the curriculum and consolidated in tutor group time. An important aspect of this pastoral work is that the pupils themselves can take the initiative, especially in inviting visiting speakers - for instance the septuagenarian from Lambeth Walk who talked about her childhood in the area.

At Kennington, another school in the throes of amalgamation, the en-

tire programme is being taught as a timetable subject, by form teachers, in the first year and by subject teachers in the second.

And at Priory Park, an interesting development is the involvement of the school doctor and nurse in classroom work. By incorporating the routine school medical into classroom work the health care team has become more accessible to the pupils. It is easier to explain the reasons for the medical and pupils become more supportive of anyone needing glasses, a hearing aid or special care.

Teachers, beset by amalgamation and redundancy, rail strikes and inner city problems, are not all won over to health education but the parents are very supportive and the pupils most enthusiastic.

They enjoy the variety and the chance to talk about their own problems. They love the trigger material which was specially commissioned by the team in the knowledge that black people are often disgusted by white artists' use of blotches and cross hatching to denote colour. The black pupils readily identify with Chris Abani's clear line drawings of black and white people in tricky situations, ranging from risk taking to dieting to staying out late.

The pictures produced some interesting responses - "the black boy was ostracized by the group because he was blacker than the others - or a 'swot'". The parents identified pictures showing safety hazards and a daughter coming home after midnight as major areas of concern.

And how successful has the work been? Seen subjectively, in terms of the school's commitment to the work, many teachers' willingness to integrate the subject into their own lessons and the enthusiasm of the pupils, the project has been valuable. Above all it has succeeded as a consciousness-raising exercise.

Some objective information about the effect on the pupils will come from the results of "before and after" questionnaires completed by four schools involved and four matched control schools. Even then, it is the effect on the pupil's ability to make real choices in real life situations which is the most significant. Health education is about making choices - to understand the pressures which lead you to choose anti-social behaviour, tobacco or pregnancy is at least a step along the tortuous inner-city path to the good life.

## Different backgrounds

Attitudes and standards are at the heart of the matter when approaching health education in a multi-ethnic society.

William Thomas reports

Health education is potentially the most inclusive curriculum subject in schools of mixed nationalities and cultures. Topics like hygiene, food, family relationships and sex, which are often routine by any standard, can be extremely complex when the teacher and child have different backgrounds.

Attitudinal attitudes and standards are at the heart of the matter. Involving children in discussion of things like drugs, childbirth or divorce can be a great offence to some parents and a familiar to others. This applies even when they arise in lessons far removed from health education, such as English, science or history.

To be effective, any health message has to be given with an understanding of the child's home background, says Veena Bahl of the DHSS who was formerly Health Education Officer for the London Borough of Barnet. "This can be particularly difficult when the teacher and the child share neither language nor culture."

To be aware of the pitfalls and to believe, the single most important aspect of teaching health education, or indeed any controversial subject, to the immigrant child, irrespective of nationality or race, she says.

Miss Bahl, who is Indian, directed the "Stop Rickets Campaign" among children which was initiated in January 1979 by Save the Children. Having just moved to the DHSS she now has the wider brief of overseeing national health education matters, trying to understand an immigrant background is further complicated by the influence which the child's home life can have over a period of an increasing proportion

of so-called immigrants were born in Britain. Inevitably this has led to practical and moral changes in family life.

Miss Bahl stresses that it is particularly important for teachers to appreciate this. Basing their conception of an immigrant family on its traditional background may be far from accurate.

For instance, the fact that some Asian children now enjoy fish and chips as much as their British counterparts is clearly relevant to any lesson on nutrition. More significantly, many Indian fathers now cherish hopes for their daughters' careers, a privilege once exclusively reserved for sons.

Even Miss Bahl herself, who came to England in 1963 to train as a nurse, says she had not fully appreciated the extent to which immigrant families had been influenced by living in Britain.

The "rickets" campaign revealed that factors as diverse as television and the climate have brought about significant changes in everything from moral standards to eating habits.

It is of course the background of the parents rather than the children themselves which has to be the prime consideration. There is no point in extolling the virtues of vitamin D to a 10 year-old if the message is gibberish as far as his mother, who does the cooking, is concerned.

Indeed to undermine confidence in home routines regarding what is eaten, worn or held as sacrosanct morally, does the child a great disservice.

"On the contrary, children need teachers to inspire confidence if they are to reinforce the child's sense of identity, a vital component for long-

term well-being", points out Miss Bahl.

"So their task is a particularly difficult one. It involves striking a balance between sound health messages and family traditions based on a different climate and culture."

She also suggests that the fact that certain areas of the curriculum, particularly literature, history and geography, relate predominantly to Britain, can lead to problems of identity for the immigrant, particularly as teenagers.

Nor does it help when teachers make scant effort to pronounce a child's name correctly. Miss Bahl's own sister, a primary teacher, tells of the joy and relief she was able to bring to a 10-year-old Indian boy when she used his correct name; during his entire school career he had had to answer to the nearest English equivalent, Michael.

Antoinette Satow, training adviser at the Health Education Council, points out that the findings of the Rampton report which examined teachers' attitudes to West Indian children, are particularly relevant to the teaching of health-related subjects.

The misunderstandings it revealed between teachers and pupils of different racial backgrounds are significant because any trace of prejudice inevitably colours judgments.

"When health education is seen in the context of the person as a whole, as it should be, then it is crucial to recognize the distress which is being caused by racism intentional or otherwise," she says.

"For instance, black children are finding it twice as difficult to find a job. Why? To discuss topics like this openly in the classroom is both desirable and 'healthy'."

"In addition, teachers should be aware that their own particular way of doing things is not by any means the only one; nor are the alternatives necessarily wrong."

The resources specifically directed at teachers grappling with health education in a multi-ethnic classroom are pitifully few. As a result of the rickets campaign, several leaflets on vitamin D have been produced in five Asian languages, but like most health education material they are basically directed at adults.

Material to help teachers deal with specific health problems is also virtually non-existent. For example, there is a far higher hearing loss among children of Cypriot and Asian backgrounds than amongst other groups.

"Clearly the class teacher should be aware of problems like this, both to help the child get medical treatment and also so that the handicap can be taken into account in the classroom situation," says Francine Harper, teacher in charge of the Enfield English Language Service.

"Indeed I would like to see the Health Education Council dealing with all kinds of handicap far more positively. I feel the subject should be discussed openly by children so they can relate to it. The teacher needs help with such a difficult task."

However both the rickets campaign and a recent Health Education Council research programme on material for use with Vietnamese refugees have shown that it is certainly not enough just to produce resources of the right kind.

They have to be used with understanding by the health professional or teacher and, most importantly, be backed by expertise.

Sex education is probably the most problematic area of all. It is the one which is most likely to cause offence to parents and is compounded by barriers of language and religious belief.

To let children opt out of such lessons, when the parent requests

this, may mean they lose out altogether. For even when parents hold themselves responsible for a particularly delicate aspect of their child's education, they do not necessarily tackle the subject adequately nor give the child the guidance it needs.

Veena Bahl's experience is that to avoid offence and alienation, parents must be involved whenever the subject is dealt with in school. It is essential to explain to them why it is being tackled and also that their attitudes will be respected.

But how can schools hope to liaise with parents in this way, particularly since immigrant families are the least likely to respond to open evenings, parent-teacher associations and such like?

The rickets campaign showed local ethnic community groups to be the most effective way of communicating relevant health messages; indeed they were virtually the only one.

Therefore, Veena Bahl urges schools to involve community leaders - for instance in the case of Asians, the local presidents of Pakistani or Indian organizations - in their health education programmes.

In the wider context, education material generally - from reading schemes to text books - still shows scant recognition that Britain is a multi-cultural society. In one reading series for primary children the word "black" is associated with "bad".

Happily, at school level, there is plenty of evidence that teachers are capitalizing on the contribution which the children of ethnic minorities can make in all areas of the curriculum from diet to religious customs.

Encouraging too are the signs that schools are making efforts to understand the needs of their pupils better. For instance, 17 primary teachers from Southall, West London, which has one of the highest Asian populations in the country, have just spent three weeks and £200 on a trip to India.



## The Health Education Council

As the body responsible for promoting better health in England, Wales and Northern Ireland, the Health Education Council offers considerable expertise and many useful resources for teachers, health professionals in their work, and the general public.

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Resources Centre,  
 The Health Education Council,  
 78 New Oxford Street,  
 London WC1A 1AH







# extra Fit for Life

## June McNaughton introduces the Slow Learners Extension to the Schools Council Health Education 5-13 project

For the past three years, health education for slow learners has been the focus of a Schools Council project which arose largely in response to "consumer demand". Following the production of the Schools Council Health Education Project 5-13, many inquiries were received from teachers of slow learners who, while acknowledging the relevance of the rationale and ideas, called for materials and approaches better suited to their pupils.

The Slow Learner Extension Project has now completed its development work and the outcome of this will be published early next year under the title *Fit for Life*. The work is geared specifically to meet the pupil needs described by Brennan as indicating an "adaptive-developmental curriculum". The characteristics of these pupils have been described as including learning difficulties over a wide range of activities, a low level of awareness, transient motivation, interest which is difficult to arouse and sustain, res-

tricted thought processes and verbal communication. Whether in a special school or within mainstream education, they require a specially formulated curriculum of a long-term nature.

In terms of health education, what does this imply? How should materials and approaches for slow learners differ?

To begin with, it may be useful to establish what is the same, for it must not be overlooked that slow learners are growing, developing, maturing individuals, like other pupils. They have to accommodate to growing up in a rapidly changing society and contend with the same health issues and problems as frequently in aims and definition health education for slow learners should be essentially the same as its mainstream counterpart.

Towards a definition  
Health education in general suffers from fundamental difficulties about definition since there is rarely con-

sensus about its aims and methods. A survey carried out at the beginning of the project among teachers of slow learners showed a wide variety of views, but many favoured narrow definitions in terms of personal care and hygiene.

The original health project adopted a broad definition of health education resting on three important "planks".

1. *Self-concept* - which stresses the central role of a positive self-image in personal and social development.

2. *Decision making* - the importance of helping pupils to make reasoned choices about their own life-style.

3. *The Health "Career"* - which draws attention to the way in which health behaviour has a history of development, with attitudes and ideas being built up gradually from an early age.

and decisions about life-style and to function confidently in social situations.

However, these guiding perspectives, while being warmly supported by teachers of slow learners present problems where pupils have experienced frequent failure which may lower self-esteem and are often perceived one of the most thorny issues of the development work - how to reconcile on the one hand the need to develop individual autonomy and decision-making to the full with the very real need to spell out rules and warnings about risk situations to pupils requiring more protection (and who in consequence are often over-protected throughout their childhood years).

Often in our concern for the less able pupils we tell them exactly what to do and what not to do. In the short term this is both helpful and necessary, but rules are insufficient protection to those who do not fully comprehend the concepts behind them or who cannot transfer knowledge to different circumstances. The ease with which many slow learners "follow the crowd" makes them extra vulnerable in situations involving group pressures. "Black and white" health education can be self-defeating, as it fosters the expectation that

someone else will always do it for them. The development work looked therefore for ways to enhance the ability of slow learners to make informed choices.

The notion of the health "career" stresses that health education is a process with attitudes, values, knowledge and skills being acquired gradually as the pupils grow and develop. To reflect this, the programme requires curriculum development which synthesizes the needs of each staff member in a way that aims are considered sequentially present few schools have programmes for these slow learners which span all years. While a deal of health teaching is possible, and many of the formal programmes are concentrated at the year level as part of school programmes.

The trouble is that slow learners do not learn easily from "black and white" education - or they do not know what we hope they will know. The reason in *Fit for Life*, the programme attempted to put together a series of features in three parts which reflects the needs of slow learners of 5 to 8 years, 9 to 12 years and 13 to 16 years. In each of the books content and approaches are designed to only the growth needs of the group but also the likely content of "informal" health education picked up in the environment. Topics represented at each stage by different aspects, reflecting developmental level of the pupil. In the final event it is not materials, who govern the pace of learning. Success depends on careful planning and management recognition of this in September project begins a further three years work concentrating on teacher support and training.

Teachers need resources to use these tools effectively. They need an understanding of the people behind them.

References: Schools Council Project Health Education 5-13 *Fit for Life* (1977) Schools Council Working Party *Curricular Needs of Slow Learners* (1979) Schools Council Project Health Education 5-13 *Slow Learners* (1980) *The School Health Education Project* jointly funded by the Schools Council and the Health Education Authority will be entering its dissemination phase from September 1, 1982. The project director will be June McNaughton and the project will be based at the University of York. Requests for information should be addressed to the project director. Inquiries should not be made until September 1, 1982.

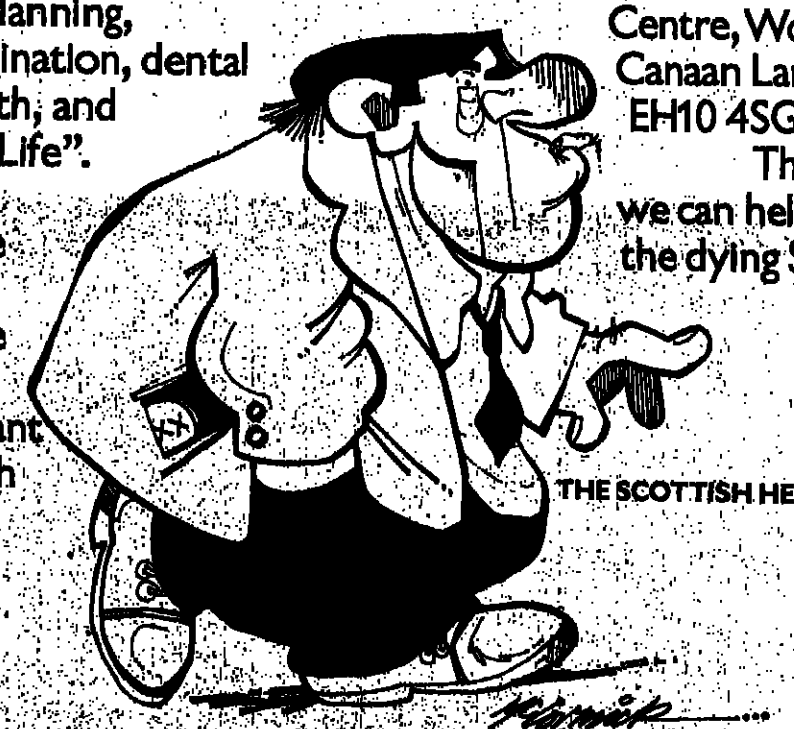
Beating old Nick continued.  
Significantly, Superman was praised most by schools which already provided some health education. Teachers reported that the children found it stimulating and interesting. As one pupil, "The character caught the children's imagination and successfully conveyed the message." However, many felt it needed to be backed up by teacher work, either in school or through television.

Fewer girls sent off for their kits than boys, so an alternative figure to Superman might have been useful. Also girls tend to wear sportswear later, so could well benefit from a more advanced pack.

The timing of any campaign is clearly also very important. A warning of its aims and content would have enabled teachers to plan related work.

While the HEC did not set out to evaluate the long-term effectiveness of Superman, it has definitely articulated a demand for more health education material. Doubtless this leaves this augurs well for the more extensive *My Body* project which is due to be published in March next year.

THE SCOTTISH HEALTH EDUCATION GROUP



# THE DYING SCOTSMAN. IS THERE A CURE?

As a race the Scots have one of the worst health records in Europe. We neglect and abuse our bodies in the way we smoke cigarettes and tobacco, the way we consume alcohol, the way we over-eat refined and fatty foods, and through lack of exercise. The consequence is we're nowhere near as fit and healthy as we should be. At the Scottish Health Education Group we believe there is an answer. It's called education. Education about the dangers of overeating and how to eat and drink more sensibly, about alcohol and about smoking related disease. And education about positive approaches to family planning, immunisation and vaccination, dental health and mental health, and about keeping "Fit for Life". Most of this education comes in the form of advertising campaigns aimed at the general public. Yet an important amount comes through teachers, community

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Required for September 1982, a Head of English Scale 1. The school has a roll of 1500 and is a fully integrated school. The candidate should have a degree in English and have several years' experience of teaching English in a secondary school. The person appointed will be responsible for the maintenance of the school's English curriculum and for the conduct of and entries to the school's English activities. Please apply in the first instance by letter to the Headmaster enclosing the names and addresses of two referees (full curriculum vitae and details of experience) (46581) 132020

**REDDRIDGE LONDON BOROUGH OF**  
TRINITY HIGH SCHOOL  
MORNINGTON ROAD, WIRRAL, MERseyside CH61 1JZ  
Required for September 1982, a Head of English Scale 1. The school has a roll of 1500 and is a fully integrated school. The candidate should have a degree in English and have several years' experience of teaching English in a secondary school. The person appointed will be responsible for the maintenance of the school's English curriculum and for the conduct of and entries to the school's English activities. Please apply in the first instance by letter to the Headmaster enclosing the names and addresses of two referees (full curriculum vitae and details of experience) (46582) 132020

**SHROPSHIRE COUNTY COUNCIL**  
EDUCATION COMMITTEE  
Head of English Scale 1  
1982/83  
Applications by letter to the Headmaster at the school enclosing full curriculum vitae, testimonials and names and addresses of two referees (S.A.S.). (46583) 132020

**ENFIELD LONDON BOROUGH OF**  
MICHENDEN SCHOOL  
Valley Road, Clendon, Enfield, Middlesex EN2 6JH  
Required for September 1982, a Head of English Scale 1. The school has a roll of 1500 and is a fully integrated school. The candidate should have a degree in English and have several years' experience of teaching English in a secondary school. The person appointed will be responsible for the maintenance of the school's English curriculum and for the conduct of and entries to the school's English activities. Please apply in the first instance by letter to the Headmaster enclosing the names and addresses of two referees (full curriculum vitae and details of experience) (46584) 132020

**DEVON**  
Please see displayed advertisement on pages 58 and 59 (46586) 132020

**HAMPING METROPOLITAN BOROUGH OF**  
NORTH TYNESIDE  
Head of English Scale 1  
1982/83  
Applications by letter to the Headmaster at the school enclosing full curriculum vitae, testimonials and names and addresses of two referees (S.A.S.). (46585) 132020

**HILLINGDON LONDON BOROUGH OF**  
EVELYN SCHOOL  
Apley Road, Uxbridge, Middlesex UB8 3PA  
Roll: 150  
Required for September 1982, Head of Computing. The School is equipped with two Research 802's and a Commodore 64. An appointed will be responsible for the maintenance of all machines, two printers and a card punch. The person appointed will be responsible for the maintenance of the school's computer system and for the conduct of and entries to the school's computing activities. Please apply in the first instance by letter to the Headmaster enclosing the names and addresses of two referees. (46577) 132020

**AVON COUNTY OF AVON**  
BISHOP CROFT SCHOOL  
Hungerford Road, Bristol, G1. Bristol (0272) 736661  
Required























SECONDARY PHYSICAL EDUCATION continued
LEICESTERSHIRE
THE BURNLEY COLLEGE
Loughborough, Leics.

NORTHAMPTONSHIRE
WOLLASTON SCHOOL
Wollaston, Northants NN16 1PH

WILTSHIRE
ST. EDMUND'S C.E. CONTROLLED GIRLS' SCHOOL
Laverstock, Salisbury.

KENT
KENT COUNTY COUNCIL EDUCATION DEPARTMENT
LIMINGTON DIVISION

CORNWALL
EDUCATION COMMITTEE
HIGH STREET, TRURO

LINCOLNSHIRE
BOYS' PHYSICAL EDUCATION
Scale 1 Posts

HUMBERSIDE
COUNTY COUNCIL EDUCATION DEPARTMENT
KINGSTON ROAD, BRIDLEBUSH

LONDON
EDUCATION COMMITTEE
EDUCATION COMMITTEE
EDUCATION COMMITTEE

EAST SUSSEX
COUNTY COUNCIL
CARDINAL NEWMAN SCHOOL

LEICESTERSHIRE
WOODBRIDGE HIGH SCHOOL
Woodborough, Leicestershire

REDBRIDGE
WOODBRIDGE HIGH SCHOOL
Woodborough, Leicestershire

LEICESTERSHIRE
THE BEAUCHAMP COLLEGE
Ridge Hill, Leicestershire

NORTHAMPTONSHIRE
KETHERING LATIMER SCHOOL
Kettering, Northants NN15 5SW

WILTSHIRE
WILTSHIRE COUNTY COUNCIL
WILTSHIRE COUNTY COUNCIL

NORTHAMPTONSHIRE
NORTHAMPTON WESTON PAVERS HIGH SCHOOL
Northampton, NN5 5PZ

DORSET
DORSET COUNTY COUNCIL
DORSET COUNTY COUNCIL

NORTH YORKSHIRE
NORTH YORKSHIRE COUNTY COUNCIL
NORTH YORKSHIRE COUNTY COUNCIL

HUMBERSIDE
EDUCATION COMMITTEE
EDUCATION COMMITTEE

LONDON
NORTHAMPTON WESTON FAVELL UPPER SCHOOL
Northampton NN3 3EZ

EAST SUSSEX
EAST SUSSEX COUNTY COUNCIL
EAST SUSSEX COUNTY COUNCIL

LEICESTERSHIRE
WOODLAND SCHOOL
Woodland, Leicestershire

REDBRIDGE
WOODLAND SCHOOL
Woodland, Leicestershire

NEWCASTLE UPON TYNE
DAME ALLAN'S GIRLS' SCHOOL
Newcastle upon Tyne NE4 4DQ

NORTHAMPTONSHIRE
ST. HELENS EDUCATION COMMITTEE
HAYDOCK HIGH SCHOOL

WILTSHIRE
WILTSHIRE COUNTY COUNCIL
WILTSHIRE COUNTY COUNCIL

STAFFORDSHIRE
STAFFORDSHIRE COUNTY COUNCIL
STAFFORDSHIRE COUNTY COUNCIL

EAST SUSSEX
EAST SUSSEX COUNTY COUNCIL
EAST SUSSEX COUNTY COUNCIL

LONDON
REDBRIDGE VALENTINE'S BOYS' SCHOOL
Redbridge, Essex

KENT
KENT COUNTY COUNCIL
KENT COUNTY COUNCIL

SUFFOLK
SUFFOLK COUNTY COUNCIL
SUFFOLK COUNTY COUNCIL

LEICESTERSHIRE
HARTSHILL SCHOOL
Hartshill, Leicestershire

REDBRIDGE
HARTSHILL SCHOOL
Hartshill, Leicestershire

REDBRIDGE
HARTSHILL SCHOOL
Hartshill, Leicestershire

NORFOLK
NOTRE DAME HIGH SCHOOL
Surrey Park, Norwich

STAFFORDSHIRE
STAFFORDSHIRE COUNTY COUNCIL
STAFFORDSHIRE COUNTY COUNCIL

WILTSHIRE
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ISLE OF MAN
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ST. HELENS
ST. HELENS COUNTY COUNCIL
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LINCOLNSHIRE
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BERKSHIRE
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ESSEX
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HERTFORDSHIRE
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NORTH YORKSHIRE
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NORTH YORKSHIRE COUNTY COUNCIL

SUFFOLK
SUFFOLK COUNTY COUNCIL
SUFFOLK COUNTY COUNCIL

BUCKINGHAMSHIRE
BUCKINGHAMSHIRE COUNTY COUNCIL
BUCKINGHAMSHIRE COUNTY COUNCIL

DEVON
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DEVON COUNTY COUNCIL

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ST. HELENS COUNTY COUNCIL

NORFOLK
NORFOLK COUNTY COUNCIL
NORFOLK COUNTY COUNCIL

ESSEX
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ESSEX COUNTY COUNCIL

HERTFORDSHIRE
HERTFORDSHIRE COUNTY COUNCIL
HERTFORDSHIRE COUNTY COUNCIL

ST. HELENS
ST. HELENS COUNTY COUNCIL
ST. HELENS COUNTY COUNCIL

LOUGHBOROUGH
LOUGHBOROUGH HIGH SCHOOL
Loughborough, Leicestershire

OXFORDSHIRE
OXFORDSHIRE COUNTY COUNCIL
OXFORDSHIRE COUNTY COUNCIL

BUCKINGHAMSHIRE
BUCKINGHAMSHIRE COUNTY COUNCIL
BUCKINGHAMSHIRE COUNTY COUNCIL

DEVON
DEVON COUNTY COUNCIL
DEVON COUNTY COUNCIL

SHROPSHIRE
SHROPSHIRE COUNTY COUNCIL
SHROPSHIRE COUNTY COUNCIL

LINCOLNSHIRE
LINCOLNSHIRE COUNTY COUNCIL
LINCOLNSHIRE COUNTY COUNCIL

ST. HELENS
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ST. HELENS COUNTY COUNCIL

NORFOLK
NORFOLK COUNTY COUNCIL
NORFOLK COUNTY COUNCIL

ESSEX
ESSEX COUNTY COUNCIL
ESSEX COUNTY COUNCIL

HERTFORDSHIRE
HERTFORDSHIRE COUNTY COUNCIL
HERTFORDSHIRE COUNTY COUNCIL

ST. HELENS
ST. HELENS COUNTY COUNCIL
ST. HELENS COUNTY COUNCIL

LOUGHBOROUGH
LOUGHBOROUGH HIGH SCHOOL
Loughborough, Leicestershire

CARDINAL NEWMAN SCHOOL HOVE - GROUP XIII
Required for September, 1982:
Head of Computer Studies
Head of Careers
Second in Maths Department
Teacher of English
Teacher of Biology

Sudbury Upper School Tudor Road, Sudbury
Scale 4
Head of English
Scale 3
Second in English Department
Scale 1
English, Drama, History, Social Education, Technical Drawing, Mathematics, Chemistry

Suffolk County Council
Scale 2 Posts and above
BUCKINGHAMSHIRE
WYCOMBE DIVISION
WYCOMBE DIVISION

KENT
KENT COUNTY COUNCIL
KENT COUNTY COUNCIL

SUFFOLK
SUFFOLK COUNTY COUNCIL
SUFFOLK COUNTY COUNCIL

REDBRIDGE
REDBRIDGE COUNTY COUNCIL
REDBRIDGE COUNTY COUNCIL



























**ilea** Inner London Education Authority

SOUTH THAMES COLLEGE  
Wandsworth High Street,  
London, SW18 2PP

**Head of Department of Business and Computer Studies**

GRADE V Post ref: BCS/1-82

The person appointed would be required to promote BEC (National and Higher National), BEC/TEC Computer Studies, Business Studies subjects at GCE 'A' level and other courses in Accounting, Computing and Management studies.

Applicants should have had experience in a college and be professionally qualified in Computing and/or the area of the Business Studies.

Salary scale: Grade V - £13,914 - £15,462 plus £769 Inner London Allowance.

Application form and further details obtainable from the Senior Administrative Officer, returnable within 14 days of appearance of advertisement. Please quote post reference number.

**City of Coventry TILE HILL COLLEGE OF FURTHER EDUCATION**  
Principal: Dr. H. E. Avery  
Applications are invited for the following post to lead a newly established Department:

**Head of Department of Community Education (Grade IV)**

available from 1st September, 1982.  
Further particulars and application forms are available from the Principal, Tile Hill College, Tile Hill Lane, Coventry, Tel. Coventry 461444, Ext. 224. Closing date: Monday 10th May, 1982.

**Staffordshire County Council Education Committee**  
**STOKE-ON-TRENT CAULDON COLLEGE OF FURTHER EDUCATION**  
**Head of Department of Food and Associated Studies**  
Grade IV

To commence duties on 1st September, 1982. This is a re-advertisement and previous applicants will be automatically considered.  
Further particulars and application forms from the Vice-Principal, Cauldon College, Stoke Road, Shelton, Stoke-on-Trent, ST4 2DG. Closing date for receipt of applications 19th May, 1982.  
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union.

**Surrey Education Committee**  
**BROOKLANDS TECHNICAL COLLEGE**  
Heath Road, Weybridge, Surrey  
**Head of Department**  
General Education and Science - V

Important vacancy at large area College due to promotion of present Head. Comprehensive Department comprising wide range GCE 'A' and 'O' level, both in Arts and Science subjects as well as I.T.E.D. Laboratory Technicians, Self-Teach, etc.  
Person appointed will be responsible for co-ordination, development and organisation of work of large and diversified department. Appropriate academic/professional qualifications, proven administrative ability, extensive experience of Further/Higher Education and ability to lead team of specialist teachers required.  
Salary scale: Head of Department Grade V - £13,914 - £15,462 plus £219 per annum London Fringe Area Allowance.  
Commencing salary dependent upon qualification and experience.  
Generous relocation expenses in approved cases.  
Further details and application form from the Principal to be returned by THURSDAY, 6TH MAY, 1982.

**Colleges of Further Education**

**Heads of Department**

**SHEFFIELD CITY OF SHEFFIELD DEPARTMENT OF FURTHER EDUCATION**  
Required for 1st September 1982, or as soon as possible thereafter. HEAD OF DEPARTMENT OF STUDIES AND LIBERAL EDUCATION (Grade IV). Candidates should hold degree or degree equivalent qualifications and have had relevant experience in further education.  
Salary - £13,743 - £14,331 per annum.  
The City Council is an equal opportunities employer. Applications should be sent to the Head of Department, Further Education, 1st Floor, Administrative Office, 1st Grandstand, Sheffield Road, Sheffield, S2 8AR. Closing date: 10th May, 1982.

**SUFFOLK COUNTY COUNCIL DEPARTMENT OF FURTHER EDUCATION**  
Applications are invited for the following post to lead a newly established Department:  
**HEAD OF DEPARTMENT OF COMMUNITY EDUCATION (Grade IV)**  
The Department offers a wide range of courses to full-time students in craft and technical subjects, including engineering, printing, and RTTB training schemes. Applicants should have appropriate qualifications and practical industrial experience, together with an enthusiasm to develop the new FE development.  
Further details and application forms (BAE 1982) from the Principal, (475791) 260018

**WILTSHIRE CHIPPENHAM TECHNICAL COLLEGE**  
Chippenham, Wilt. SN15  
**DEPARTMENT OF COMMUNITY EDUCATION & MEDIA STUDIES**  
Required for September 1982. The Department offers a wide range of courses to full-time students in craft and technical subjects, including engineering, printing, and RTTB training schemes. Applicants should have appropriate qualifications and practical industrial experience, together with an enthusiasm to develop the new FE development.  
Further details and application forms (BAE 1982) from the Principal, (475791) 260018

**MID GLAMORGAN COUNTY COUNCIL DEPARTMENT OF FURTHER EDUCATION**  
Applications are invited for the following post to lead a newly established Department:  
**HEAD OF DEPARTMENT OF COMMUNITY EDUCATION (Grade IV)**  
The Department offers a wide range of courses to full-time students in craft and technical subjects, including engineering, printing, and RTTB training schemes. Applicants should have appropriate qualifications and practical industrial experience, together with an enthusiasm to develop the new FE development.  
Further details and application forms (BAE 1982) from the Principal, (475791) 260018

**BOMERSET VEOLV COLLEGE**  
Applications are invited for the following post to lead a newly established Department:  
**HEAD OF DEPARTMENT OF COMMUNITY EDUCATION (Grade IV)**  
The Department offers a wide range of courses to full-time students in craft and technical subjects, including engineering, printing, and RTTB training schemes. Applicants should have appropriate qualifications and practical industrial experience, together with an enthusiasm to develop the new FE development.  
Further details and application forms (BAE 1982) from the Principal, (475791) 260018

**EAST SUSSEX LOWER TECHNICAL COLLEGE**  
Head of Department of Social & Community Studies (Grade IV)  
This is an important new appointment. The successful applicant will be responsible for the development and organisation of work of large and diversified department. Appropriate academic/professional qualifications, proven administrative ability, extensive experience of Further/Higher Education and ability to lead team of specialist teachers required.  
Salary scale: Head of Department Grade V - £13,914 - £15,462 plus £219 per annum London Fringe Area Allowance.  
Commencing salary dependent upon qualification and experience.  
Generous relocation expenses in approved cases.  
Further details and application form from the Principal to be returned by THURSDAY, 6TH MAY, 1982.

**Other Appointments**

**COVENTRY CITY OF COVENTRY DEPARTMENT OF FURTHER EDUCATION**  
Applications are invited for the following posts:  
**LECTURER IN ELECTRIC & ELECTRONIC ENGINEERING**  
To teach the theory and practice of electronic and high current engineering to craft and technician students.  
**LECTURER IN SPECIAL EDUCATION**  
With particular interest in running a multi-skills workshop for students with special educational needs (mainly SEN (M)).  
**SEE ALSO SPECIAL EDUCATION SECTION**  
Applications in the Range 1.1 £5,054 - £8,008.  
Application forms and further details available from the Principal, Henley College, Henley Road, Coventry CV1 1QR. Closing date: Monday, 17th May, 1982. (47544) 260026

**APPOINTMENTS IN SCOTLAND**

**Toyside Regional Council**  
**EDUCATION DEPARTMENT SECONDARY EDUCATION**  
**Arbroath High School ASSISTANT PRINCIPAL TEACHER OF MODERN LANGUAGES**  
A teaching qualification in French and German would be particularly desirable for this post. The Responsibility Allowance is £1,200 per annum.  
Application forms and further details may be obtained from the Divisional Education Officer, County Buildings, Forfar DD8 3LP to whom completed forms should be returned not later than Monday, 10 May 1982.

**FURTHER EDUCATION Angus Technical College, Kettle Road, Arbroath (Tel. 2058)**  
Applications are invited from suitably qualified and experienced persons for the following posts:  
**LECTURER B IN SECRETARIAL AND BUSINESS STUDIES**  
Salary Scale £6,276 - £8,748  
The successful applicant will be responsible for teaching students on M.S.O. Courses and Stages I, II and III SCOTSEC Secretarial and Business Studies Courses.  
Applicants should have a relevant degree, a Diploma in Commerce or equivalent qualification and previous experience in Commerce or Industry. Previous teaching experience would also be an advantage.  
**Kingway Technical College, Old Glamis Road, Dundee (Tel. 89368)**  
**LECTURER B IN BAKERY AND ASSOCIATED SUBJECTS**  
Salary Scale £6,276 - £8,748  
The work of this post involves lecturing and practical instruction in Bakery and related subjects to full-time students of Food Trades. Candidates should be qualified to City and Guilds standard in Bakery, Pastry, Confectionery and Cake Decoration.

**LECTURER B IN ELECTRONIC ENGINEERING**  
Salary Scale £6,276 - £8,748  
The work of this post involves lecturing and practical training in electrical and electronic subjects to students following a range of SCOTSEC and City and Guilds Courses. Candidates should hold a nationally recognised qualification in electrical and electronic engineering and be experienced in the testing, fault-finding and repair of modern electronic equipment.  
**LECTURER B IN BUILDING TECHNOLOGY**  
Salary Scale £6,276 - £8,748  
The work of this post involves lecturing in a wide range of subjects associated with the SCOTSEC Certificate Course in Building. Opportunity will be given to contribute to other areas of lecturing work as appropriate. Candidates should hold a nationally recognised qualification in Building Technology and/or an associated field.  
**LECTURER B IN BEAUTY THERAPY**  
Salary Scale £6,276 - £8,748  
The work of the post involves lecturing and practical instruction in the field of Beauty Therapy and Allied Subjects to students on a two year Beauty Therapy Course and other courses. Candidates should be qualified to the standard of CGLI 761 Beauty Therapy and in addition CGLI 760 and 762.

**Perth College of Further Education, Brahan Estate, Crieff Road, Perth (Tel. 27044)**  
**LECTURER A IN COMPUTER STUDIES**  
Salary Scale £6,884 - £11,940  
Applicants should hold a degree in Computer Studies or an equivalent qualification with a high computer content. Appropriate industrial, commercial and teaching experience would be an advantage. The successful applicant would be expected to teach Computing and Associated Subjects to students following a range of SCOTSEC Courses up to and including SHND.  
**LECTURER B IN OFFICE SKILLS**  
Salary Scale £6,276 - £8,748  
The successful applicant would be required to teach Business Studies and Secretarial Subjects up to and including SNO level. Applicants should hold an appropriate degree, diploma or equivalent qualification.  
**LECTURER B IN GEOGRAPHY/ENGLISH AND GENERAL STUDIES**  
Salary Scale £6,276 - £8,748  
Applicants should hold a degree with Geography as the main subject and English as the subsidiary subject. The successful applicant would be expected to teach Geography at SNO level and General Studies to first year students. There could also be some teaching of English up to SCOTSEC SNO Level.

**TEMPORARY LECTURER B IN ENGLISH AND GENERAL STUDIES**  
Salary Scale £6,276 - £8,748  
The above post will be on a Fixed Term Contract from 16 August, 1982 to 24 June, 1983. Graduates who hold a degree in English and who have a satisfactory qualification in History, Geography or Economics are invited to apply for this post. The successful applicant would be expected to teach English and Communications to a variety of industrial and commercial students. There may be an opportunity to prepare students for "O'YH" Grade Economics and Modern Studies.  
**TEMPORARY LECTURER B IN S.E.N. (HANDICAPPED)**  
Salary Scale £6,276 - £8,748  
The above post will be on a Fixed Term Contract from 16 August, 1982 to 24 June, 1983. The successful applicant will be required to make a major contribution to setting up a programme of further education for the handicapped.  
Application forms and further details may be obtained from the Principal at the above addresses to whom completed applications should be returned by Friday, 7 May, 1982.

**APPOINTMENTS IN SCOTLAND**

**JORDANHILL COLLEGE OF EDUCATION SCOTTISH VOCATIONAL PREPARATION UNIT**  
**Field Officer**  
Applications are invited for the post of Field Officer in the Scottish Vocational Preparation Unit.  
The Field Officer will join an established group of staff who have the general responsibility for promoting and advising on the development of vocational preparation for all young people.  
The successful applicant will have had significant positive experience of working with young people and will have an interest and expertise in some of: staff development, curriculum and assessment, resource management, materials development and use of audio-visual media as these relate to vocational preparation.  
The salary offered will be within the range of £8,405 - £11,184 (under revision) on the College Lecturer scale, with initial placing according to previous experience.  
The appointment will commence on 1st June 1982, or as soon as possible thereafter, and will run until 31st March 1985.  
Application forms and further particulars may be obtained from:  
The Personnel Officer, JORDANHILL COLLEGE OF EDUCATION, 78 Southbrave Drive, Glasgow G13 1PP  
to whom completed applications should be returned by 6th May 1982.

**Strathclyde Department of Education**  
**Further Education**  
Applications are invited for the undernoted posts. All candidates should have relevant industrial or commercial experience where appropriate.  
Teacher training would be an advantage but training can be given on an in-service basis.  
**HEAD OF DEPARTMENT**  
CENTRAL COLLEGE OF COMMERCE, 300 Cathedral Street, Glasgow G1 6AD, and BEAUTY THERAPY, Grade 9, COLI 760, Advanced Certificate in Hairdressing and Esthetician Experience in a promoted post in Further Education. A teaching qualification would be an advantage.  
SALARY HEAD OF DEPARTMENT GRADE 9 £13,785  
Placing on the salary scale will be given for relevant experience. Forms of application and further particulars can be obtained from the college, to whom completed applications should be returned not later than 14 days after the appearance of this advertisement.  
EDWARD MILLER, Director of Education

**PRINCIPAL**  
Applicants should hold a Degree, Diploma or other professional qualification, including a teaching qualification, and be at present occupying a promoted post at Senior level in Further Education.  
Salary is Principal Group 8 - approx. £21,100 per annum.  
Further information and application forms from Director of Education, Woodhill House, Aberdeen, AB9 2LU, with whom applications (2 copies) should be lodged by Wednesday, May 12.

**BORDERS REGIONAL COUNCIL**  
Invite applications for the following  
**EDUCATION SECONDARY SCHOOLS**  
PROMOTED POSTS  
PRINCIPAL TEACHER OF HOME ECONOMICS, EARLSTONE HIGH SCHOOL (Roll 500). Responsibility payment £1221 per annum.  
PRINCIPAL TEACHER OF MODERN LANGUAGES, EYEMOUTH HIGH SCHOOL (Roll 500). Responsibility payment £1389 per annum.  
PRINCIPAL TEACHER OF MODERN LANGUAGES, SELKIRK HIGH SCHOOL (Roll 580). Present Responsibility payment £1098 per annum.  
ASSISTANT PRINCIPAL TEACHER OF CLASSICS, BENTOCKSHIRE HIGH SCHOOL, DUNES (Roll 700). Responsibility payment of £897 per annum.  
TEACHING POSTS  
HOME ECONOMICS (Part-Time), EYEMOUTH HIGH SCHOOL (0.7 per week).  
MATHEMATICS, EYEMOUTH HIGH SCHOOL.  
MATHEMATICS, GALASHIELS ACADEMY (Roll 1245).  
MATHEMATICS, KELSO HIGH SCHOOL (Roll 800).  
PHYSICAL EDUCATION (Part-Time), PEEBLES HIGH SCHOOL (Roll 950) (0.8 per week).  
PHYSICAL EDUCATION (Part-Time), SELKIRK AREA - Primary and Secondary Schools (0.7 per week).  
Application forms and further particulars may be obtained from the Personnel Manager, Regional Headquarters, Newtown B. Boscawen. Completed forms should be returned to the Director of Education at Regional Headquarters not later than 10 May 1982.

**GLASGOW ACADEMY**  
**RECTOR**  
The Governors invite applications for the post of Rector which will become vacant by the appointment of Mr. R. De C. Chapman, M.A., to become Headmaster of Mavem College on 1st January, 1983. Glasgow Academy, founded in 1848, is an independent denominational day school (H.M.C.) for boys.  
Further particulars and a form of application may be obtained from the Secretary to the Governors, Glasgow Academicals' War Memorial Trust, 234 West George Street, Glasgow G2 4QX. Applications are requested by 15th May, 1982.

**PRINCIPAL**  
Applicants should hold a Degree, Diploma or other professional qualification, including a teaching qualification, and be at present occupying a promoted post at Senior level in Further Education.  
Salary is Principal Group 8 - approx. £21,100 per annum.  
Further information and application forms from Director of Education, Woodhill House, Aberdeen, AB9 2LU, with whom applications (2 copies) should be lodged by Wednesday, May 12.

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Further information and application forms from Director of Education, Woodhill House, Aberdeen, AB9 2LU, with whom applications (2 copies) should be lodged by Wednesday, May 12.

**Toyside Regional Council**  
**EDUCATION DEPARTMENT**  
**CAREERS OFFICER**  
£5982 - £7371 (Ref. 10/82)  
Location: Divisional Education Office, Perth  
Applications are invited from qualified/experienced Careers Officers. The successful applicant will be allocated school responsibilities and will also be expected to assist the young unemployed and those on the Youth Opportunities Programme. A job specification is available. Closing date for receipt of applications is Friday 7th May, 1982.  
Unless otherwise specified, application forms for the above posts are available from and returnable to the Head of Personnel and Management Services, 93 Commercial Street, Dundee - telephone Dundee 23281 Ext 3881.  
Removal and relocation expenses are available in certain circumstances for staff appointments.  
Candidates of either sex may apply.

**BROMLEY COLLEGE OF TECHNOLOGY**  
Department of Engineering  
Lecturer I required to teach General and Commercial Studies to full-time students. Candidates should hold a relevant degree or degree equivalent qualification and be experienced in the level of work. A teaching qualification will be an advantage.  
Business Studies Department, Bournemouth and Poole.  
**LECTURER GRADE II IN SECRETARIAL STUDIES**  
£5,054 - £8,008; SC 4041; SC 4042  
Required to teach a range of secretarial subjects to full-time students. A relevant degree or degree equivalent qualification and experience in the level of work. A teaching qualification will be an advantage.  
Department of Social and Community Studies.

**BRISTOL COUNTY OF AVON DEPARTMENT OF TECHNICAL EDUCATION**  
Principal: F. J. Hawley, MSc.  
Department of Science and Mathematics  
**LECTURER GRADE II IN COMPUTER SCIENCE**  
The successful candidate will join a team teaching Computer Science at Advanced level and other courses. The successful candidate must hold a relevant degree or equivalent.  
Salary: Lecturer Grade II £6,276 - £8,748 p.a.  
Further details and application forms from the Principal, Bristol Technical College, Bristol, BS1 2YD. Closing date for receipt of applications: 10th May 1982. (13766) 260026

**GRAMPIAN REGIONAL COUNCIL**  
**ABERDEEN COLLEGE OF COMMERCE**  
**PRINCIPAL**  
Applicants should hold a Degree, Diploma or other professional qualification, including a teaching qualification, and be at present occupying a promoted post at Senior level in Further Education.  
Salary is Principal Group 8 - approx. £21,100 per annum.  
Further information and application forms from Director of Education, Woodhill House, Aberdeen, AB9 2LU, with whom applications (2 copies) should be lodged by Wednesday, May 12.

**LOTHIAN REGIONAL COUNCIL**  
**Telford College of Further Education**  
**HEAD OF DEPARTMENT OF BUSINESS STUDIES**  
Salary: £14217 (Under Review)  
Telford is a large College of Further Education which offers a wide range of full- and part-time courses at craft and technician level. There are excellent facilities in each of the 13 departments and the College is Grade B in terms of the Scottish Teachers' Salaries Memorandum 1976.  
Applicants should hold a senior teaching post in further education, have appropriate professional qualifications and relevant industrial/commercial experience.  
Application forms and further particulars from:  
The Secretary to the College  
Telford College of Further Education  
Crewe Toll  
Edinburgh EH4 2NZ

**BARKING COLLEGE OF TECHNOLOGY**  
**HEAD OF DEPARTMENT OF BUSINESS AND MANAGEMENT STUDIES**  
Grade V (under review) Salary Scale: £14,673 - £16,221 p.a. Inclusive  
Applications are invited for this post which will become vacant on the retirement of the present Head on the 31st August, 1982.  
Shortlisted applicants will be invited for interview on Wednesday, 19th May, 1982.

**LECTURER I - SCIENCE AND MATHEMATICS DEPARTMENT**  
Salary Scale: £6,782 - £8,417 Inclusive (under review)  
Lecturer I in Biology and Applied Biology required from September 1982, to teach on a range of courses up to G.C.E. 'A' level. A good degree is essential, with a teaching qualification and previous experience would be an advantage. The ability to offer elementary Chemistry would be an added recommendation.  
Requests for application forms and further details must be accompanied by a stamped and self-addressed foolscap envelope and sent to: The Administrative Officer, Barking College of Technology, Dagenham Road, Romford RM15 0XU. Completed forms must be returned by 7th May, 1982.

**BARKING & DAGENHAM**  
LONDON BOROUGH

**COLLEGES OF FURTHER EDUCATION**

**Bournemouth and Poole**  
**COLLEGE OF FURTHER EDUCATION AND GENERAL BUSINESS STUDIES**  
**LECTURER GRADE II IN BUSINESS STUDIES**  
Applicants should be able to offer a range of subjects to full-time students. A relevant degree or degree equivalent qualification and experience in the level of work. A teaching qualification will be an advantage.  
Business Studies Department, Bournemouth and Poole.  
**LECTURER GRADE II IN SECRETARIAL STUDIES**  
£5,054 - £8,008; SC 4041; SC 4042  
Required to teach a range of secretarial subjects to full-time students. A relevant degree or degree equivalent qualification and experience in the level of work. A teaching qualification will be an advantage.  
Department of Social and Community Studies.

**BROMLEY COLLEGE OF TECHNOLOGY**  
Department of Engineering  
Lecturer I required to teach General and Commercial Studies to full-time students. Candidates should hold a relevant degree or degree equivalent qualification and be experienced in the level of work. A teaching qualification will be an advantage.  
Business Studies Department, Bournemouth and Poole.  
**LECTURER GRADE II IN SECRETARIAL STUDIES**  
£5,054 - £8,008; SC 4041; SC 4042  
Required to teach a range of secretarial subjects to full-time students. A relevant degree or degree equivalent qualification and experience in the level of work. A teaching qualification will be an advantage.  
Department of Social and Community Studies.

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**BARKING & DAGENHAM**  
LONDON BOROUGH

**Careers Master**  
THE TIMES Educational Supplement  
More news, more features, more jobs. Every Friday 45p.











COLLEGES OF FURTHER EDUCATION continued

SHEFFIELD SHIREIFFS COLLEGE SERVICE FOR THE READING LECTURE GRADE I

To join a small team of specialist teachers... to teach... to provide... to develop...

SHROPSHIRE EDUCATION COMMITTEE

Application forms and further particulars from the Principal... to whom they should be sent...

SOMERSET YOVELL COLLEGE

For September 1982: 1. Lecturer in Career Advice... to provide... to develop...

SOMERSET STRODE COLLEGE

Required at this Tertiary College for the year 1982-3... to provide... to develop...

STAFFORDSHIRE EDUCATION COMMITTEE

TECHNICAL COLLEGE... to provide... to develop... to teach...

STAFFORDSHIRE EDUCATION COMMITTEE

LECTURER GRADE I... to provide... to develop... to teach...

SUFFOLK METROPOLITAN BOROUGH

TECHNICAL COLLEGE... to provide... to develop... to teach...

SUFFOLK METROPOLITAN BOROUGH

TECHNICAL COLLEGE... to provide... to develop... to teach...

SOMERSET YOVELL COLLEGE

For September 1982... to provide... to develop... to teach...

SURREY EDUCATION COMMITTEE

TECHNICAL COLLEGE... to provide... to develop... to teach...

SURREY EDUCATION COMMITTEE

TECHNICAL COLLEGE... to provide... to develop... to teach...

SURREY EDUCATION COMMITTEE

TECHNICAL COLLEGE... to provide... to develop... to teach...

SURREY EDUCATION COMMITTEE

TECHNICAL COLLEGE... to provide... to develop... to teach...

TAMMISSE TAMESIDE COLLEGE

TECHNICAL COLLEGE... to provide... to develop... to teach...

TRAFFORD METROPOLITAN BOROUGH

TECHNICAL COLLEGE... to provide... to develop... to teach...

UNIVERSITY OF YORK

SPORTS CENTRE... to provide... to develop... to teach...

WILTSHIRE EDUCATION COMMITTEE

TROWBRIDGE TECHNICAL COLLEGE... to provide... to develop... to teach...

WILTSHIRE EDUCATION COMMITTEE

TROWBRIDGE TECHNICAL COLLEGE... to provide... to develop... to teach...

WARWICKSHIRE

NORTH WARWICKSHIRE TECHNOLOGY AND ART... to provide... to develop... to teach...

WARWICKSHIRE

NORTH WARWICKSHIRE TECHNOLOGY AND ART... to provide... to develop... to teach...

WARWICKSHIRE

NORTH WARWICKSHIRE TECHNOLOGY AND ART... to provide... to develop... to teach...

WILTSHIRE LAURENCE COLLEGE

Applications are invited from... to provide... to develop... to teach...

UNIVERSITY Appointments

FIJI UNIVERSITY OF THE SOUTH PACIFIC... to provide... to develop... to teach...

WILTSHIRE SALISBURY COLLEGE

TECHNOLOGY... to provide... to develop... to teach...

WILTSHIRE EDUCATION COMMITTEE

TROWBRIDGE TECHNICAL COLLEGE... to provide... to develop... to teach...

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SUFFOLK COUNTY COUNCIL - EDUCATION COMMITTEE

Two new panel establishments are due to open in September... to provide... to develop... to teach...

H. M. DETENTION CENTRE, NORTH RIDGE, STRADISHALL

Mr. Newmarket... to provide... to develop... to teach...

H. M. HOLLESLEY BAY COLONY, WARREN HILL

Deputy Education Officer (L.2) Full-time Teacher (L.1) Art & Crafts... to provide... to develop... to teach...

Suffolk County Council

Applications are invited for appointment with effect from 1st September 1982... to provide... to develop... to teach...

COUNTY OF AVON BATH COLLEGE OF HIGHER EDUCATION

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Colleges of Education with Teacher Training

Other Appointments

BERKSHIRE TEACHING AND SPORT... to provide... to develop... to teach...

Adult Education

ILEA EDUCATION AUTHORITY... to provide... to develop... to teach...

Colleges of Higher Education

Other Appointments

BEDFORDSHIRE EDUCATION SERVICE

HIGH COLLEGE... to provide... to develop... to teach...

CAMBRIDGESHIRE COLLEGE OF ARTS AND DESIGN

LECTURER IN MUSIC... to provide... to develop... to teach...

CHELTENHAM COLLEGE OF ST PAUL AND ST MARY

LECTURER IN MATHEMATICS... to provide... to develop... to teach...

LIVERPOOL LIVERPOOL COLLEGE OF EDUCATION

LECTURER IN ENGLISH... to provide... to develop... to teach...

HARLOW COLLEGE OF EDUCATION

EDUCATIONAL SERVICES... to provide... to develop... to teach...

EDUCATION DEPARTMENT: THANET DIVISION HILDERSTONE ADULT EDUCATION CENTRE (Group 3)

APPOINTMENT OF VICE-PRINCIPAL

Applications are invited for the post of Vice-Principal at the Hilderstone Adult Education Centre, Thanet...

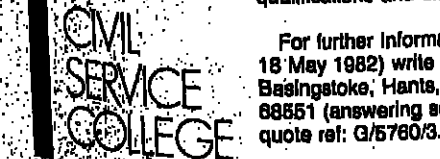
COUNTY OF KENT COUNTY COUNCIL

COUNTY OF AVON BATH COLLEGE OF HIGHER EDUCATION

Applications are invited for two one-year temporary LECTURER GRADE II posts with effect from 1st September, 1982...

COUNTY OF AVON BATH COLLEGE OF HIGHER EDUCATION

Applications are invited for the teaching of B.Ed. Honours and B.Sc. (Home Economics) Honours Degrees...



For further information and an application form... to provide... to develop... to teach...

Vertical text on the left margin: Applications are invited for appointment with effect from 1st September 1982...



ADULT EDUCATION continued

SHROPSHIRE EDUCATION COMMITTEE... is a (CNE) whose scope has recently been extended to cover...

Community Homes and Associated Institutes

Headships and Deputy Headships

CHEESHIRE NATIONAL CHILDREN'S HOME

Completion of an Associated Community Home with 200 places for boys and girls... REQUISITE FOR SEPTEMBER 1982...

Other Appointments

HUMBERSIDE EDUCATION COMMITTEE

Applications are invited for a post of SENIOR LEADER... which has been advertised for September 1982...

NORTHAMPTONSHIRE COUNTY COUNCIL SOCIAL SERVICES

is a (CNE) whose scope has recently been extended to cover... in order to complete the staffing we are looking for an experienced teacher...

Assessment Centres

RICHMOND UPON THAMES

GRAFTON CLOSE ASSESSMENT CENTRE... A suitably qualified, experienced and adaptable teacher is required for the position...

Youth and Community Service

BIRMINGHAM SPORTS LEADERS

Applications are invited for a post of SENIOR LEADER... which has been advertised for September 1982...

DURHAM COUNTY COUNCIL

Applications are invited from suitably qualified persons for the post of SENIOR LEADER... which has been advertised for September 1982...

HEREFORD & WORCESTER COUNTY COUNCIL

Full time qualified youth workers... Applications are invited from suitably qualified persons for the post of SENIOR LEADER...

WEST BROMWICH PROGRAMME DIRECTOR

A lively person is sought with a minimum of 10 years experience in the development of youth services... Applications are invited from suitably qualified persons...

SECOND YOUTH AND COMMUNITY WORKER

We are looking for an enthusiastic person (qualified under the terms of the JNC Report) to take up the position as Second Youth and Community Worker at Mowell Hill Youth and Community Centre...

CHARVILLE LANE CHILDREN'S CENTRE HAYES, MIDDLESEX

Teacher (Full time) Ref: SS/28/220XE Teacher (Part time) Ref: SS/28/221XE Burnham 2 Scale

Charville Lane Children's Centre is a newly built centre opening in June which will play a key role within Hillingdon's residential services for children... Applications are invited for the following posts...

Hillingdon

National Youth Bureau

Following the retirement of Alec Oxford the Bureau now requires a new DEPUTY DIRECTOR... The Bureau is the national resource centre for those involved in youth affairs...

Youth Workers In Suffolk

Experienced people are required for the following posts: YOUTH TUTOR... DISTRICT YOUTH WORKER... SENIOR LEADER...

NEW ZEALAND SENIOR AND POST DOCTORAL RESEARCH FELLOWSHIPS

The New Zealand National Research Advisory Council invites applications for 12 Senior and Post-doctoral Research Fellowships to be taken up in 1983...

DISTRICT YOUTH WORKER

A re-designated post for development of work at East Bergholt Youth Centre and its catchment district, including Shotley Peninsula... Applications are invited from suitably qualified persons...

URUGUAY THE BRITISH SCHOOLS, MONTEVIDEO

a co-educational Independent Day School of 850 pupils aged 13-18 Headmaster: M. W. Cross, Esq MA

Applications are invited for the following posts: 1. Head of the Humanities Department 2. Teacher in the Humanities Department 3. Teacher of Biology 4. Games Specialist

Candidates for posts in the HUMANITIES DEPARTMENT should be graduates in either History or Economics... Candidates for the post of TEACHER OF BIOLOGY should be graduates in the subject and should be able to teach Biology to the Higher level of the International Baccalaureate...

Overseas Appointments

AUSTRALIA... If possible, teacher of Maths/Physics to teach in a secondary school... CHRISTIAN TEACHERS... Needed for Secondary Schools in Africa and New Guinea...

FINLAND

Infant school teacher or nursery teacher required... Applications are invited from suitably qualified persons...

ST ANDREW'S SCHOOL NASSAU, BAHAMAS

An independent, all-age, co-educational and inter-denominational school catering to a Bahamian and International student body... Applications are invited from suitably qualified persons...

Head of Mathematics and Computer Science

Candidates must have experience in SMP Modern Mathematics or equivalent and in computer science... Applications are invited from suitably qualified persons...

FRANCE

Exchange between teachers and students... Applications are invited from suitably qualified persons...

FRANCE

Qualified teachers of English... Applications are invited from suitably qualified persons...

YOUTH AND COMMUNITY continued

LANCASHIRE COUNTY COUNCIL EDUCATION DEPARTMENT... Applications are invited from suitably qualified persons...

TONBRIDGE

TONBRIDGE TEEN & TWENTY CLUB... Applications are invited from suitably qualified persons...

Overseas Appointments

AUSTRALIA... If possible, teacher of Maths/Physics to teach in a secondary school... CHRISTIAN TEACHERS... Needed for Secondary Schools in Africa and New Guinea...

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Qualified teachers of English... Applications are invited from suitably qualified persons...

THE BRITISH EDUCATIONAL COUNCIL

Educational Posts Overseas. BULGARIA 3 Teachers of English, Government English Medium Schools... ITALY Academic Adviser The British Institute of Florence... CZECHOSLOVAKIA 2 Lecturers in English... PERU Teacher of Biology, Markham College, Lima...

Overseas Appointments

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FINLAND

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For further details write to: HEDCO, Kildress House, Pembroke Row, Dublin 2.















ENGLISH AS A FOREIGN LANGUAGE

CALDERDALE INDUSTRIAL LANGUAGE TRAINING

The Industrial Language Training Commission... provides training in English as a Foreign Language for industrial workers...

CAMBRIDGESHIRE EFL TEACHER CAMBRIDGE

Lively and imaginative applicants with 2-4 years' experience... for a permanent post in well-equipped EFL school...

CAMBRIDGESHIRE CAMBRIDGE AREA

Applications are invited from language teachers to fill a post to commence in September...

HILLINGDON HILLINGDON BRANCH OF HILLINGDON LANGUAGES

Requirements for the Summer Term, 1982... for the teaching of English as a second language...

The Bell Schools

English Courses - Summer 1982. Temporary teachers are required: for courses for adults in Bath, Cambridge, Norwich and Saffron Walden...

EUROCENTRES U.K. require

TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE

For temporary appointments in the Summer of 1982 in the following schools: EUROCENTRE LEE GREEN, 21 Meadowcourt Road, London SE8 9EU...

NOTTINGHAMSHIRE TRAINING TO TEACH ENGLISH AS A FOREIGN LANGUAGE

In 1982 at Eaton Hall Nottingham, Retford, Nottingham. For teachers of graduates with TEFL experience...

OXFORD

Teachers required for summer courses in Oxford, Cambridge, Bath and Worcester...

SURREY GODALMING NR. RESIDENTIAL STUDIES

French essential, 288-95 per week with full board and tuition. RECREATIONAL SPORTS...

CAMBRIDGESHIRE SMALL SCHOOL OF ENGLISH

Small school of English in Central London for sales promotion... applications invited from language teachers...

BUCKINGHAMSHIRE THE LONDON MONTESSORI CENTRE

DIPLOMA COURSES in Primary and Advanced Level modern courses in child education and development...

COUNSELLOR TRAINING

WESTMINSTER PASTORAL FOUNDATION Part-time In-service Training Course... for graduates with TEFL experience...

WEST SUSSEX INSTITUTE OF HIGHER EDUCATION

TEFL TEACHERS LIMITED will be holding a 2-week course in the Teaching of English as a Foreign Language...

LONDON

Weekend Acting Course, May 13-16 (6 vacancies), June 13-16 (8 vacancies)...

RICHMOND UNIVERSITY OF LONDON

M.A. in Curriculum Studies Humanistic Component. The M.A. is now available with a part-time component...

TEACHERS WANTED

MATHEMATICS, English, Reading, Physics, Chemistry, French and German Teachers are required immediately...

100% MORTGAGES TOP-UP

100% mortgages immediately available... for home improvements...

A TEACHER'S COMPANION

to help you find an appropriate comment to cover any child's work...

EXPERIENCED TEACHER

wanted in the home to teach 3-5 days a week good home, suitable salary...

WILTSHIRE

Bath 5 miles, Chippenham 7 miles. M4 4 miles. A CONVENIENTLY LOCATED AND SUBSTANTIAL MANSION...

BUDGET LOANS

Fixed Interest Rates. HFS arrange secured budget loans for Homeowners with FIXED INTEREST RATES...

KNIGHT FRANK & RUTLEY

20 Hanover Square London W1R 0AH. Telephone 01-629 8171. Telex 265384.

LEARN TO TEACH ENGLISH (EFL)

Half Term and Summer One week residential course at Kent University... for graduates with TEFL experience...

AWARDS AND SCHOLARSHIPS

WEST SUSSEX INSTITUTE OF HIGHER EDUCATION... for students with high academic achievement...

PERSONAL ANNOUNCEMENTS

TEACHERS WANTED. MATHEMATICS, English, Reading, Physics, Chemistry, French and German Teachers are required immediately...

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100% MORTGAGES TOP-UP

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